REQUEST FOR UNIVERSITY CORE COURSE
University of Central Oklahoma

Course Subject (Prefix), Number and Title: Blueprint
Course Subject Number Course Title (maximum of 30 characters—includes spaces and punctuation)
UCOL 2113 Blueprint

Course description as it appears in the appropriate catalog:
Blueprint provides an opportunity for students to enhance their professional and personal skills through honing career readiness and transformative learning capacities. The course examines methods and techniques in a discipline and explores key areas including: scope; careers; perspective, perception, and bias; managing self; applications; community connections; and innovations.

University Core Course Inclusion/Deletion Guidelines
☒ Add to Core ☐ Delete from Core ☐ Change Core Area

Does this change affect degree requirements for majors or minors outside the department?
Yes ☐ No ☒
If yes, provide name(s) of department chair(s) contacted, the dates, and the results of the discussion.
All undergraduate first semester freshman are eligible within participating disciplines. Currently we have agreements with Forensic Sciences (contact Dwight Adams) and the College of Fine Arts and Design (contact Charleen Weidell). Other disciplines may be added in partnership with the deans and faculty of the remaining disciplinary colleges. This class is part of UCO’s Quality Initiative Proposal submitted to the Higher Learning Commission, signed by President Neuhold-Ravikumar, and approved by HLC on October 15, 2019. To fulfill the requirements of the UCO QI first-year experience pilot, Co-Interim Vice President of Academic Affairs, Dr. Charlotte Simmons, has approved Blueprint courses offered in the Fall 2020 to be counted in the University Core-Life Skills area using a Group Exception Form.

Does this change affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC.)
Yes ☐ No ☒
If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
CTE Approval (Stamp or initial)

University College
Department submitting proposal

Jeanetta Sims, Executive Director Jsims7@uco.edu 3493
Person to contact with questions email address Ext. number

Approved by: As the Department Chair, I verify that faculty listed for this course have the relevant credential/expertise required as outlined by the Higher Learning Commission. My signature also carries my commitment to ensure that our department will have qualified faculty in this role as long as this course is offered. (This will be evaluated on a five-year rotation as a core course.)

Date

Department Chairperson College Curriculum Committee Chair Date

Academic Affairs Form July, 2019
Functional review __________ (undergraduate proposals only)
Select a core area (choose only one)

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Existing</th>
<th>Proposed</th>
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<tbody>
<tr>
<td>Written and Oral Communication</td>
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<td>English Composition</td>
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<td>Oral Communication</td>
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<td>Quantitative Reasoning/Scientific Method</td>
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<td>Mathematics</td>
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<td>Sciences</td>
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<td>Critical Inquiry and Aesthetic Analysis</td>
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<td>Critical Inquiry</td>
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<td>Aesthetic Analysis</td>
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<td>American Historical and Political Analysis</td>
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<td>Government</td>
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<td>American History</td>
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<td>Cultural and Language Analysis</td>
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<td>Second Language</td>
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<td>Cultural Analysis</td>
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<td>Social and Behavioral Analysis</td>
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<td>Liberal Arts</td>
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<td>Non-Liberal Arts</td>
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* See end of this form for definition of liberal arts/non liberal arts

If requesting to delete a course from the core, skip the following questions.

1. Student Learning Outcomes (SLOs) (course objectives) – List only SLOs common to all sections of the course (minimum of four SLOs). (Please refer to instructional objectives documents at: https://spaces.uco.edu/display/aaccproposals/UCO+AACC-main+page#UCOAAAACC-mainpage-faq-helpful-hints.)
   1. Students should be able to identify the techniques in a discipline.
   2. Students should be able to understand the careers available in a discipline.
   3. Students should be able to develop leadership through understanding personal leader identity.
   4. Students should be able to understand current and emerging topics in a discipline.
   5. Students should be able to work collaboratively with peers to explore a discipline.

2. For each Student Learning Outcome (course objective) listed on the attached syllabus show how it will be assessed by checking the appropriate box(es). (For a description of each assessment measure, please review the document at _______) Use a separate sheet if more space is needed.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Exam Items/Papers</th>
<th>Application/Analysis Items</th>
<th>Group Project</th>
<th>Project</th>
<th>Course Presentation</th>
<th>Exhibit</th>
<th>Performance</th>
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</table>
** During reassessment of core curriculum course, SLOs and their assessments should be provided again. Changes to core course SLOs must be filed with Academic Affairs.

3. How does this course meet the criteria of a core course in the core area you have specified? [https://spaces.uco.edu/download/attachments/4491734/DescriptionCoreAreasREVISED42804.pdf?version=3&modificationDate=1574349002523&api=v2]. Indicate how this course being proposed for inclusion in the core differs substantially from those already present in the core area. What specifically does it offer that the other courses do not?

The Blueprint course provides an avenue for students who are new to UCO (e.g., incoming Freshman) to have early exposure to their chosen discipline in their first year. This shifts the first-year experience back to Academic Affairs under the guidance of qualified faculty who engage in presenting their respective disciplines to incoming students using the course structure developed by faculty. Unlike other courses or Success Central, which remain isolated classes or in single-college silos, the Blueprint course has been created by qualified faculty, is taught by qualified faculty, probes a specific discipline, and fosters a broader Blueprint community that spans across disciplines through integrative opportunities that continue beyond the course. The Blueprint course embeds personal and professional skill development through using career readiness and STLR frameworks. The structure of the course is identical across sections/CRNs, but the course content can be tailored with discipline-specific content and assignments.

4. For upper level courses, explain why a course with 3000- or 4000-level designation is appropriate for the Core Curriculum.

5. Names of current faculty qualified to teach this course.

Faculty who have been trained and/or involved in teaching a Blueprint course thus far include: James Creecy (Blueprint to Forensic Science), Caitlin Porterfield (Blueprint to Forensic Science), Christina Kambour (Blueprint to Dance), Charleen Weidell (Blueprint to Visual Arts), Veronica Cianfrano (Blueprint to Visual Arts), and Sandra Thompson (Blueprint to Music). In the future, all university faculty who are qualified to teach in a discipline and who are willing to partner with the University College (following the course description, student learning outcomes, and course curriculum) will be able to join the Blueprint community and are eligible to teach a Blueprint course.

6. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

The University College will provide training and will partner with key university areas (e.g., STLR, Office of Information Technology, etc.) to provide additional training. The University Council will approve criteria and skills relevant to faculty for teaching the course, as well as assessment and institutional learning outcomes (career readiness and STLR frameworks).

7. Identify the source(s) of funds for any additional costs associated with an increase in enrollment if course is approved for inclusion in the university core.
The University College will hire instructors and the University Council will oversee curriculum. Promotional materials and section-specific costs are being funded initially by Academic Affairs and academic units currently partnering with the University College (e.g., Forensic Science and College of Fine Arts & Design). In fulfillment of the university's HLC QI, Academic Affairs will continue providing the initial source of funds associated with the Blueprint first-year experience course offerings. The same special instruction fee of $16.39 for university-level courses, which was previously approved by the Regents, is assessed on University College (UCOL) courses. The UCOL prefix was approved in Provost Advisory Council on February 26, 2020 and in Deans Council on March 3, 2020.

8. List the Central Six tenent(s) incorporated into this course beyond discipline knowledge.
1. Developing students’ basic understanding of their personal leader identity. (Leadership)
2. Developing students’ assessment of their personal health and wellbeing. (Health and Wellness)
3. Discussing and analyzing the impact of disciplinary issues on individuals and groups in organizations and the impact of this on cultures and communities. (Global and Cultural Competencies)
4. Applying disciplinary knowledge to analyze, research, probe, or solve a current or emerging issue through a showcase. (Research, Creative and Scholarly activities)

9. OPTIONAL: Additional justification for inclusion in the core curriculum:
See attached Higher Learning Commission Open Pathway Quality Initiative Proposal

* “The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences.” State Regents Policy and Procedures. Chapter 2, Section 5, “Degree Requirements” part 1, (2). P. II-2-86
Be the architect of your academic experience at UCO!

UCOL 2113: Blueprint to [Insert Discipline]
Sample Course Syllabus

Time: Monday and Wednesday – 1:00 p.m. to 1:50 p.m. (Fall 2020)
Location: Building, Room - University of Central Oklahoma
Professor: Broncho Blueprint Instructor Name
Email: name@uco.edu
Office: Building Room, 214
Office Phone: 405-974-XXXX
Office Hours: Monday 10:00 a.m. – 11:00 a.m.
Tuesday 2:00 p.m. – 4:00 p.m.
Available by appointment

BRONCHO BLUEPRINT MISSION STATEMENT:

Broncho Blueprint in the Office of Undergraduate Studies at UCO provides an early-exposure, discipline-based learning experience that gives incoming UCO students professional and personal skills to advance in career readiness and transformative learning so they can be productive, creative, ethical, and engaged citizens.

COURSE DESCRIPTION:

Broncho Blueprint to [Insert Discipline] provides an opportunity for students to enhance their professional and personal skills through honing career readiness and transformative learning capacities. The course examines methods and techniques in the discipline of [insert discipline] and explores key areas including: scope; careers; perspective, perception, and bias; managing self; applications; community connections; and innovations. The course is interactive and requires students to work with their peers; students will integrate learning through actively participating in a discipline showcase. The course requires work outside of class through UCO’s learning management system. Additional unique opportunities exist for continuing the learning experience as part of the Broncho Blueprint community.

TRANSFORMATIVE LEARNING STATEMENT:

Broncho Blueprint and the Office of Undergraduate Studies are committed to providing students with transformative learning experiences in six core areas: discipline knowledge; leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness. This class supports these goals by:
1. Developing students’ basic disciplinary knowledge. (Discipline Knowledge)
2. Developing students’ basic understanding of their personal leader identity. (Leadership)
3. Developing students’ assessment of their personal health and wellbeing. (Health and Wellness)
4. Discussing and analyzing the impact of disciplinary issues on individuals and groups in organizations and the impact of this on cultures and communities. (Global and Cultural Competencies)
5. Applying disciplinary knowledge to analyze, research, probe, or solve a current or emerging issue through a showcase. (Research, Creative and Scholarly activities)

INSTITUTIONAL LEARNING OUTCOMES:

Institutional Learning Outcomes are a set of capacities that UCO undergraduate students seek to develop during their degree completion at UCO. Along with the five Central Six tenets captured by STLR, Broncho Blueprint and the Office of Undergraduate Studies are committed to providing students with career readiness opportunities through the following five core Discipline Knowledge areas: communicate effectively; solve problems; think critically; engage cultures and communities; and integrate knowledge. This class provides opportunities to build career readiness capacities in all five areas through relevant assignments.

STUDENT LEARNING OUTCOMES:

By the end of the course, students should be able to do the following:
1. identify the techniques in [insert discipline]
2. understand the careers available in [insert discipline]
3. develop leadership through understanding personal leader identity
4. understand current and emerging topics in [insert discipline]
5. work collaboratively with peers to explore [insert discipline]

REQUIRED BOOKS, MATERIALS, & ACCESS:

No books are required for this course; all materials will be provided. Access to D2L, UCO’s learning management system, is required in this course to successfully complete several assignments in this course.

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>Week/Module</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Scope of the Discipline</td>
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<td>2</td>
<td>Careers</td>
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<td>3</td>
<td>Perspective, Perception, and Bias</td>
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<tr>
<td>4</td>
<td>Managing Self</td>
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<tr>
<td>5</td>
<td>Applications of the Discipline</td>
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<tr>
<td>6</td>
<td>Connections to the Community</td>
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<tr>
<td>7</td>
<td>Innovations in</td>
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<tr>
<td>8</td>
<td>Final Projects – Showcase</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE MATTERS:

**Attendance and Participation**  
Please arrive for class on time. Participation in course activities and discussions will be part of your final grade. If you become ill or have to miss class for any reason, please reach out to me so we can make arrangements for you to complete missed work or attend class virtually.

**Academic Integrity**  
Any incident of cheating will automatically result in a failing grade (F) for that assignment or examination and possibly the course. All instances of academic dishonesty will be referred to the UCO Office of Student Conduct.

**Special Accommodations**  
Students with disabilities who need special accommodations must contact Disability Support Services (DSS), Nigh University Center, Room 309, (405) 974-2549. Students with special accommodations should also notify the course instructor during the first week of class.

**Recording Lectures**  
Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions or allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation of the prohibition and must present a copy of the DSS letter to the instructor.

**Face Mask Policy**  
The University of Central Oklahoma has implemented recommendations of the Centers for Disease Control and Prevention (the CDC) pertaining to COVID-19 on university campuses and will require students to cover their nose and mouth with an approved cloth face cover or disposable surgical-type face mask when on UCO properties. This means all students will be required to wear a face cover at all times in classrooms, hallways and public spaces. Reasonable accommodations may be available for students with diagnosed medical conditions, and must be coordinated through the UCO office of Disability Support Services. UCO will provide every student a UCO-branded cloth cover at the beginning of the semester and a limited supply of disposable masks will be available in each classroom building for those occasions when students or visitors forget their personal cloth face cover. Students who refuse to wear a cloth face cover or repeatedly forget their face cover will be subject to disciplinary action under the UCO Student Handbook and to the consequences associated with any loss of instruction. Remember slowing the spread of the virus is a community effort and will take everyone’s cooperation and support.

UCO STUDENT INFORMATION:

At the University of Central Oklahoma, we are guided by the mission of helping students learn by providing transformative experiences so that they may become productive, creative, ethical, and engaged citizens and leaders contributing to the intellectual, cultural, economic and social advancement of the communities they serve. Transformative learning is a holistic process that places students at the center of their own active and reflective learning experiences. A student's major field is central to the learning experience and is a vital part of the “Central Six.”

Please use the following link to access UCO policies on Academic Integrity; UCONNECT; ADA Statement; Incomplete Grades; Withdrawals From Class; Emergency Individual Class Drop or Complete Withdrawal; Important Dates; Fall Semester Holidays; Library Hours; Weather Related Information;
Emergencies During Final Exams; Final Exam Daily Limits; Contacting Faculty Members; Class Attendance; Expectations of Work; Helpful Numbers; Emergency Evacuations and Drills, and other academic and administrative matters.

http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf

COURSE CONCERNS OR COMPLAINTS

The best way to resolve any conflict is through the proper process. You will more likely be able to have your concerns addressed if you work with the instructor. If you cannot resolve your issues with your instructor, then you may proceed according to the guide below.

1. Talk to your instructor first. Make an appointment during his or her office hours to discuss your concern. Be prepared. If your concern is about a grade, be sure to bring in your papers.

2. If you are still unsatisfied, you can talk to the Institute Director. You can make an appointment by calling (405) 974-6910. Bring any notes or papers that are pertinent, as well as your course syllabus.

3. If you remain unsatisfied after you speak to both your instructor and the Institute Director, you have further options depending on the nature of the concern.
   A. If your concern deals with a grade issue, the next step involves a formal grade appeal. The procedures are explained in the UCO Catalog.
   B. If you remain unsatisfied with something other than a grade, you can consult the UCO STUDENT INFORMATION SHEET found at http://sites.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf
WHAT TO DO IF YOU TEST POSITIVE FOR, HAVE SYMPTOMS OF, OR HAVE BEEN DIRECTLY EXPOSED TO COVID-19

Students should not come to campus if they meet the following conditions:

- Have received a positive COVID-19 diagnosis;
- Had direct, prolonged exposure to an individual with, or presumed to have, COVID-19;
- Are displaying symptoms consistent with COVID-19.

If a student meets one or more of these criteria, they should:

- Stay home and isolate;
- Notify their instructors and the UCO Department of Public Safety at 405-974-2345 or covid19response@uco.edu;
- Contact their primary health care provider and follow their recommendation for testing. Students may also contact the on-campus OU Physicians Clinic at 405-974-3161.

A student can return to campus if the test result comes back negative, if fever and symptoms are not present for three (3) consecutive days, or if symptoms do not develop within 14 days of direct exposure.

Students who follow university procedures will not be penalized for class absences assuming they make up missed assignments in a timely fashion, in consultation with (and at the discretion of) the instructor.

Agreement to abide by the public health measures outlined is a condition of physical presence on the UCO campus for the 2020-21 academic year, as detailed in the Student Code of Conduct.

As the conditions on campus and in the community evolve, events may occur that necessitate a change in the procedures, course schedule or modes of delivery. The information provided on www.uco.edu/coronavirus will be updated throughout the year. Procedure changes on this webpage and communicated via official correspondence from the university will supersede any prior guidance.


**UCO MISSION**
The University of Central Oklahoma (UCO) exists to help students learn by providing transformative education experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. UCO contributes to the intellectual, cultural, economic and social advancement of the communities and individuals it serves.

**UCO VISION**
The University of Central Oklahoma, as Oklahoma’s metropolitan university committed to helping students learn, embraces its role as a collaborative partner and leader to meet the educational, business and community aspirations of the Greater Oklahoma City Metropolitan Area. Our dynamic metropolitan region shapes the university even as the university contributes to the cultural, social, economic, and intellectual life of the region to realize our shared future. Metropolitan engagement infoms every dimension of the university’s activities in cultivating learning, discovery of new knowledge, and encouraging shared leadership to the extent that this synergy will inspire others to recognize UCO as one of the nation’s leading metropolitan universities.

**UCO FACE MASK POLICY**

*The University of Central Oklahoma has implemented recommendations of the Centers for Disease Control and Prevention (the CDC) pertaining to COVID-19 on university campuses and will require students to cover their nose and mouth with an approved cloth face cover or disposable surgical-type face mask when on UCO properties. This means all students will be required to wear a face cover at all times in classrooms, hallways and public spaces.*

Reasonable accommodations may be available for students with diagnosed medical conditions, and must be coordinated through the UCO Office of Disability Support Services.

UCO will provide every student a UCO-branded cloth cover at the beginning of the semester and a limited supply of disposable masks will be available in each classroom building for those occasions when students or visitors forget their personal cloth face cover. Students who refuse to wear a cloth face cover or repeatedly forget their face cover will be subject to disciplinary action under the UCO Student Handbook and to the consequences associated with any loss of instruction. Remember slowing the spread of the virus is a community effort and will take everyone’s cooperation and support.

**ACADEMIC INTEGRITY STATEMENT**

Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

**ACADEMIC DISHONESTY POLICY**

Academic dishonesty includes plagiarizing, cheating, turning in counterfeit papers, stealing academic materials, knowingly falsifying academic documents, accessing confidential academic records without authorization, disclosing confidential academic information without authorization, and turning in the same work to more than one class without the expressed permission of the instructors involved. Any student deemed to have engaged in academic dishonesty will be subject to disciplinary action up to and including expulsion from the University. To help ensure academic integrity, faculty may employ a variety of tools, including, but not limited to, university-sanctioned Turnitin.com. More information concerning this policy can be found on page four of the UCO Student Code of Conduct.

**UCONNECT STATEMENT**
The University of Central Oklahoma News and Networking Educational Communication Tool (UCONNECT) is a secure web site providing UCO student, faculty, and administrative staff with up-to-the minute campus communications, single log-on connections to check grades, check schedules, add or drop classes, and access online course information. In a nutshell, UCONNECT is UCO’s campus portal. As the official communication tool of the university, students are expected to access their UCONNECT accounts regularly to remain current of campus information and activities and to receive e-mail communication from faculty and administrative offices. In conjunction with UCONNECT, UCO provides Learn@UCO, a learning management system (LMS) for academic use. Learn@UCO can be accessed through UCONNECT and will be used for many course-related functions, including but not limited to, course communications, lecture material, turnitin.com assignments, group discussions, course assessments, and assignment submission. Learn@UCO use is at the discretion of each faculty member.

Contact the Service Desk at support@uco.edu or (405)-974-2255 for additional information.

**ADA STATEMENT REGARDING SPECIAL ACCOMMODATIONS:**
The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-5380 or TitleIX@uco.edu. The Title IX Office is located in the Nigh University Center, Room 323.

**INCOMPLETE GRADE**
The grade “I” may only be given for work not completed because of circumstances beyond the student’s control and in which further class attendance is not required. The student must have satisfactorily completed a substantial portion of the required course work for the semester. An “I” may only be changed to a letter grade by the instructor when work has been successfully completed outside the classroom and no longer than one year after the “I” was assigned as determined by the instructor. An “I” is not given simply because a student wants extra time to complete assignments or wants to earn a higher grade. A formal written agreement must be signed by the instructor and the student and filed in the department/school office, clearly identifying what work is to be completed and the timeline within which the work is to be completed.

**WITHDRAWING FROM ALL CLASSES**

When withdrawing from the first day of the term forward, obtain a Withdrawal Form from the Center for Undergraduate Academic Advisement, obtain the required signature approvals from Financial Aid (even if you are not receiving financial aid) and the Bursar’s office. Then take the form to Enrollment Services (Registration). You are not withdrawn until you receive a new printout from Enrollment Services (Registration) that shows the withdrawal has been processed. Do not leave the withdrawal form in any other office. Withdrawal prior to the first day of the term can be done on the web or at the Enrollment Services office. International Students with an F-1 and/or J-1 student visa status must also check with the International Office before attempting to withdraw.

**WITHDRAWING FROM ALL CLASSES – FEDERAL AID RECIPIENTS**

All federal aid recipients who completely withdraw from school prior to completing at least sixty percent of the semester will have to repay some portion of the federal funds received. UCO will determine the unearned portion of the funds received. This refund policy may require the student and/or the university, on behalf of the student, to immediately pay funds disbursed for the purpose of paying educational cost. The student will be held responsible for any funds the university is required to return on the student’s behalf to the federal program. Payment arrangements will be made through the Bursar’s Office only.
How to Contact a Faculty Member
If you have questions regarding your class, speak with your instructor. Faculty include their office hours and/or phone number in the class syllabus.

Class Attendance is Important
Talk with your instructor about any absences. Some departments and professors have mandatory attendance policies so your grade may be affected by your absence. Check your course syllabus or ask your instructor for this information.

Expectation of Work
It is expected that a full-time college student will spend at least a minimum amount of time each week in class attendance and study out of class approaching a 40 hour week. A person employed on a full-time basis should not simultaneously expect to maintain a full-time academic schedule. (OSRHE 3.13.1)

We’re here for you!
The administration, faculty, and staff want you to be successful in your learning experience here at UCO! If you have questions or concerns, seek help early.

Taking Care of Your Emotional Health:
The professional staff of the Center for Counseling and Well-Being help UCO students to resolve emotional difficulties, improve personal skills, overcome the effects of trauma or grief, decrease substance use, and achieve their intellectual, personal and creative potential. Services are confidential and private. Please see https://www.uco.edu/student-resources/center-for-counseling-and-wellbeing for contact information, to make an appointment, or to complete an anonymous screening at the Student Counseling Center. Services are free to UCO students.

Self Help Resources for Students
Please visit the following pages to find helpful resources for self-help: https://www.uco.edu/student-resources/center-for-counseling-and-wellbeing/

Helpful Numbers
Admissions Office, 974-2727
Advisement Center, 974-2727
Bookstore, 974-2736
Student Engagement, 974-2363
Career Development Center, 974-3346
Center for eLearning and Connected Environments, 974-2420
College of Business, 974-2426
College of Education and Professional Studies, 974-5701
College of Fine Arts and Design, 974-3770
College of Liberal Arts, 974-5540
College of Mathematics and Science, 974-2461
Community Engagement, 974-2621
Counseling Center, 974-2215
Financial Aid Office, 974-2727
Fraternity and Sorority Life, 974-2363
Global Affairs, 974-2390
Graduate College, 974-3341
Housing and Dining Office, 974-2746
Off-Campus Life, 974-3654
Office of Diversity and Inclusion, 974-3588
One-Stop Shop, 974-2727
Police Services, 974-2345 non-emergency, 9-1-1 emergency
Testing Center, 974-2388
Transportation and Parking, 974-2780
Veteran Student Support, 974-2578
VetHERO, 974-2400

Emergency Evacuation and Drills:
The purpose of an Emergency Evacuation and Relocation Drill is to educate the participants in the fire safety features, shelter locations, egress routes, etc., and procedures to be followed in the event of a real emergency. All drills shall be treated as real events. All students will be asked to sign an attendance sheet once you are at the designated relocation point. In the event of Severe Weather:
Primary Shelter Location are - Library Basement, Liberal Arts Basement, Murdaugh Hall Basement, Thatcher Hall Basement, NUC floor north, Howell Hall Suite 118, and Central Plaza Basement. In the event you cannot reach a designated shelter area in a timely and safe manner, it is recommended that you "shelter in place" by moving to the lowest level and smallest room located in the center of the structure. An interior closet or bathroom is generally a good location. Use what you have to shield your hands and face from flying debris. Put as much space between you and exterior walls as possible and stay away from windows. Never take shelter in a hall that opens to the south or the west. Do not leave your shelter in place location until you are sure the danger has passed. A basement is considered the safest location in severe weather and locations on campus with accessible basements are limited.

https://www.uco.edu/files/maps/housing-tornado-shelters.pdf

MAP OF EMERGENCY SHELTERS ON CAMPUS:

UCO COPYRIGHT POLICY:
Copyright law information is provided to you per the TEACH Act through the following websites:
- UCO Office of Information Technology web page on UCO on Demand Policy
- UCO Policy for use of Copyrighted Materials

Have a successful semester!

The University of Central Oklahoma Student Information Sheet and Syllabus Attachment has been developed through a cooperative effort between the Faculty Handbook Editorial Board and the Office of Academic Affairs.
Open Pathway Quality Initiative Proposal
Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the Improvement Process of the Open Pathway.

[Signature]
Signature of Institution's President or Chancellor

Patti Neuhold-Ravikumar, President

[Printed/Typed Name and Title]

University of Central Oklahoma

Name of Institution

Edmond, Oklahoma

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. Proposals should be no more than 4,500 words. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5 and is due no later than August 31 of Year 7. Submit the proposal as a PDF file to pathways@hlcommission.org with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

Title: Advancing the University College with Institutional Learning Outcomes and an Integrated First-Year Experience
The UCO QI establishes the University College to coordinate, galvanize and leverage institutional academic activities that cross disciplines and that affect institutional priorities. As a first initiative of the University College, the QI will lay a foundation for undergraduate studies through developing institutional learning outcomes and improving retention through implementing a new first-year experience; these are critical first steps within the work of a longer UC initiative for creating a compelling, distinctive, academic identity.

Sufficiency of the Initiative’s Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

The proposed UCO QI addresses four significant institutional needs including: linking QI impact to the institution’s strategic mission; development of a coherent, institutional effort for serving UCO’s diverse student demographic; movement from first-year action team analysis and listening to implementation; and re-capturing revenue lost from decreases in students continuing their education.

First, the UCO QI aligns with the institution’s need to further its strategic mission. In 2012, UCO embarked upon a campus-wide strategic planning initiative prompted by the newly appointed president, Don Betz. The initiative involved nearly 600 faculty, staff, and community members and spanned an 18-month period. Vision 2020 was born from this initiative, which identified four pillars (Student Success, Transformative Learning, Value, and Place). Another significant development that emerged from Vision 2020 was the formation of a new group that would supplant what was called the “budget task force.” This new group, later called the University Planning Council (UPC), would effectively broaden the campus representation and seek to align the budget with top priorities of the university. In addition to the President’s Cabinet, the UPC includes the six deans of the academic colleges, the Faculty Senate President, Staff Senate President, and the UCO Student Association (UCOSA) President as well as an additional ranking UCOSA officer. The Associate Vice President for the Office of Institutional Effectiveness was assigned to chair the UPC. In the 2016-2017 academic year, the UPC identified 12 strategic goals associated with each of the 4 Vision 2020 pillars. Today, the new president, Patti Neuhold-Ravikumar, desires to refresh Vision 2020 through an operationalization of the four pillars and strategic goals. The UPC will focus on operationalizing each of these goals, creating definitions, metrics, measurements, and an evaluation process to feed into a system of continuous improvement. The University College will be featured prominently under the pillars and related strategic goals of Student Success and Transformative Learning.

A second need the UCO QI addresses is developing a coherent, unified academic effort for serving UCO’s diverse student demographic. UCO is one of the most diverse institutions in the state of Oklahoma in terms of race and ethnicity. See Appendix A for a comparison of UCO student demographics with the Oklahoma City metro area. UCO students are 58.7% female and 41.3% male with 71% of students coming from the Oklahoma City Metropolitan Area. As a metropolitan institution, UCO has a substantial number of underrepresented group students (43%). Over 39% of UCO’s first-time students received a Pell Grant, which indicates low-income background, and 49% are the first in their families to attend college. UCO also has seen an increase of non-traditional students with the median age being 24, including first generation students who have little familiarity with the requirements for pursuing a degree at an institution of higher education. Servicing the needs of such a large number of students (15,000) with a diverse set of experiences prior to entering UCO requires a unified but extensive set of institutional practices in response. UCO has developed a suite of special programs to support student success, including for African American (Black Male Initiative), Hispanic (Hispanic Success Initiative), American Indian (Native American Success Initiative), and LGBTQ+ (LGBTQ+ Success Initiative) students. The UCO QI acknowledges that these individual
initiatives must be bundled and integrated cohesively in a unified effort to advance all UCO students simultaneously.

Also, the UCO QI addresses the institution’s need to move from first-year experience action team analysis and listening to implementation. In 2014, the Division of Academic Affairs began an initiative to develop a first-year experience that considered the attributes of the current (optional) first-year experience known as Success Central. Success Central was established in the Division of Academic Affairs, and is now managed in the Division of Student Affairs. Representatives of both Divisions served on the First-Year Seminar Action Team, which was co-chaired by faculty members from the College of Education and Professional Studies and the College of Liberal Arts. The Action Team researched first-year seminar and experience best practices among metropolitan universities as well as probed insights from national leaders. Underlying concerns related to institutional culture, budgets, resource allocations, and impact on the university core were raised that stalled the Action Team’s work. Eventually, the team developed a report based on their findings though without firm recommendations to the Provost.

In 2018, after submission of the findings of the Action Team, the Division of Academic Affairs hired a consultant, Dr. Patrick Killion (University of Maryland), to facilitate a “listening phase” across the UCO campus in order to collect impressions from a cross section of the university community. While two onsite visits have been completed, multiple visits are scheduled with the objective of formulating a model of a first-year experience that increases student success. The UCO QI is the vehicle for moving the institution toward the implementation of the final version of the first-year experience model. The model will be able to use cross-divisional engagement through the University College, and a pilot period will precede the full implementation of the model.

A final institutional need addressed by the UCO QI is re-capturing revenue lost from decreases in continuing first-year students. While the purpose of the University College targets student success, we contend that increased revenue will result with improved retention rates, especially from first to second year. In 2016, for example, the first to second year retention (n=2,152) was 65.6% or 1,411 students. A steady increase of 2.4% would net approximately an additional 52 students. At full time status, this is a revenue increase of nearly $400,000 per year in tuition and mandatory fees.

The UCO QI has significance through addressing key areas of institutional need. From advancing beyond listening phases to re-capturing lost revenue, the University College and first-year experience initiative advances the institution’s pillars and strategic goals.

3. Explain the intended impact of the initiative on the institution and its academic quality.

The UCO QI directly and indirectly impacts academic quality in key areas relevant to the University of Central Oklahoma. These areas include: establishing an office to coordinate academic activities for undergraduate studies; creating, measuring, and assessing institutional learning outcomes (ILOs); clearly articulating connections between first-year courses and institutional strategic goals and key performance indicators (KPIs); aligning and leveraging academic resources through the new Broncho Education and Learning Lab (BELL); and further enhancing the institution’s academic culture of transformative learning.

Through the establishment of a University College, the UCO QI will establish an Office of Undergraduate Studies as a point of academic coordination within Academic Affairs. Currently, UCO lacks an organizational unit within the Division of Academic Affairs that focuses on early student experiences. Consistent with the UCO QI proposal to establish a University College, an Office of Undergraduate Studies will be created to coordinate key university college responsibilities as outlined elsewhere. Key among these is the ability to designate and coordinate faculty members with a focus
on undergraduate students. Currently there is no such body of faculty members for this purpose, which has weakened the role of the Division of Academic Affairs in meeting student learning goals.

Another intended impact of the UCO QI is to offer greater clarity, measurement, communication, and assessment of student learning around ILOs for students, faculty, staff, and external stakeholders. The UCO QI provides greater clarity for faculty, staff, students and stakeholders regarding the student experience at UCO and will help UCO develop an institutional academic identity that is incorporated beyond the first-year of a student’s experience. The initiative aligns UCO’s academic units and co-curricular experiences through a collaborative model developed by faculty and staff with the ultimate goal of revitalizing the students’ first year as one of exploration of identity and academic interests through first-year curricular and co-curricular engagement and support and development of foundational knowledge and skills to prepare students for their chosen disciplines. Through the creation of ILOs, faculty, academic departments, colleges, and the university will be able to assess progress toward achieving ILOs. At the individual level within the university’s existing learning management system, students can view, engage, and track their learning journey and progress toward graduation. Thus, students will be active participants in their learning and success. Additionally, identifying and assessing ILOs will permit UCO to measure progress toward achieving institutional academic identity.

As shared previously, a key impact of the UCO QI is alignment between the aims of the University College and first-year experience with the institution’s pillars, strategic goals and KPIs. Currently, UCO has not articulated the connections between the institutional strategic goals and KPIs for tracking institutional progress. As shared earlier, this work is currently underway in the UPC. The timeliness of the UCO QI creates an opportunity to ensure the University College, ILO and first-year experience creation are supportive of UCO’s institutional strategic goals including definitions, metrics, and measurements that emanate from the work of the UPC.

An additional impact of the UCO QI is aligning and leveraging existing resources of the new Broncho Education and Learning Lab (BELL). In the Fall 2018, the university’s resource for peer tutoring and supplemental instruction, formerly known as Tutoring Central, was re-branded as the Broncho Education and Learning Lab (BELL) and re-positioned as a university resource where students help students learn. The shift involved re-naming student workers as learning facilitators with enhanced training toward the new purposes of the BELL for moving toward the University College implementation. Under new leadership with a managerial team that shares the same oversight as the University College, the BELL serves three campus locations (West Hall, the Quad, and the Sports Performance Center for student-athletes). This area is now poised to be a greater and more scalable resource for academic support and learning in achieving student success through stronger and more targeted peer tutoring, supplemental instruction, and peer mentoring.

The UCO QI will further advance the institution’s academic culture of transformative learning, which has received national and international recognition. Since 2004, UCO has been building a program of transformative learning that is now firmly incorporated into the university’s academic mission. The Central 6 has been adopted and is deeply embedded as the core tenets of student transformation, which are (1) Discipline Knowledge; (2) Global and Cultural Competencies; (3) Health and Wellness; (4) Leadership; (5) Research, Creative, and Scholarly Activities; and (6) Service Learning and Civic Engagement. In 2014, UCO received a $7.8 million grant from the U.S. Department of Education to create the Student Transformative Learning Record (STLR), which measures and records student transformation across all tenets except Discipline Knowledge. The academic transcript captures Discipline Knowledge, while STLR has been a positive mechanism for capturing and presenting student learning achievements both inside and outside of the classroom for the other five tenets. Student learning achievements display through the STLR snapshot via an electronic documentation
of each student’s learning experiences. Similarly, the UCO QI seeks to advance efforts for displaying a snapshot of a student’s progress toward ILOs as additional evidence of transformation in the tenet of Discipline Knowledge. Through the University College and first-year courses that probe ILOs, UCO will further advance its culture of transformative learning and cement this learning approach and the related student learning outcomes.

The UCO QI has direct and indirect impacts related to institutional infrastructure, student learning outcomes, academic support, academic mission, and institutional culture. Each of these intended impacts further solidifies UCO as a place of transformative learning.

Clarity of the Initiative’s Purpose

4. Describe the purposes and goals for the initiative.

The purposes of the UCO QI are focused on addressing the four prevalent institutional needs (discussed in #2) with the following four overall aims:

1. **Integrate and adopt institutional learning outcomes (ILOs) with a plan for regular ILO assessment** – While UCO has university assessment associated with Capstone courses (required of every undergraduate major) in the areas of Writing and Critical Thinking, UCO has not adopted ILOs. A priority connected to this QI is to compose a QI Steering Team of faculty and staff (with broad representation across the institution) to create ILOs that transcend disciplinary or divisional boundaries. Also, the Steering Team will create an assessment plan and process to evaluate the ILOs. As we seek to integrate both curricular and co-curricular opportunities into the assessment plan, this team will be charged with ensuring their work advances the institutional fabric of transformative learning and the Central 6 tenet of Discipline Knowledge.

2. **Implement a new first-year experience model that addresses early experience retention and persistence concerns** – Both full-time and part-time enrollments at UCO are decreasing. Combining these two categories, grand total enrollments decreased from 17,133 in the Fall of 2013 to 15,979 in the Fall of 2017. Importantly, the number of students who are new to UCO (first time new) have increased over this time period from 2,083 in the Fall of 2013 to 2,120 in the Fall of 2017. Similarly, the enrollment of new transfer students is relatively steady over this time period (1,477 to 1,455). These data suggest that decreases in UCO enrollment are characterized primarily by noted decreases in continuing undergraduates. This QI provides a pathway for addressing early experience retention and persistence through a first-year experience model that emphasizes deeper levels of student engagement and exploration at an earlier stage of a student’s academic experience. The first-year experience model will be augmented and advanced through higher levels of faculty development and involvement, more intentional curriculum, and supportive interactions with student learning facilitators, full-time faculty and instructors.

3. **Address revenue-sharing implications associated with the implementation of the new first-year experience model** – As shared in response #2, the key concerns that stifled the progress of the First-Year Seminar Action Team’s work and that were repeatedly shared in site visit listening sessions with Dr. Kilfoin in preparation for the QI were related to budgets and resource allocations associated with any new first-year experience implementation. Due to both shrinking state resources as well as declining enrollments, conversations related to budgets and resource allocation are particularly sensitive areas of discussion with differential budgeted impacts of the QI on the Divisions of Academic Affairs and Student Affairs. A QI aim
is to adopt a financial model that is equitable, fair, and transparent with garnered revenue used in a self-sustaining manner to cover program costs as well as distributed among and within units according to the percentage of credit hour generated.

4. **Measure the QI impact on target UCO key performance indicators (KPIs)** – As shared in responses #2 and #3, UCO’s UPC is working to explicate the 4 pillars and 12 strategic goals associated with the institution’s strategic plan in a manner that culminates with clearly articulated KPIs. The UCO QI is most closely associated with 2 of the strategic plan pillars (Student Success and Transformative Learning) along with 5 of the 12 strategic goals (SG): SG#1: Improve retention at all levels; SG#3: Ensure students meet learning outcomes; SG#4: Prepare students for post-graduation life; SG#5: Increase the number of students engaged in high impact practices, with an emphasis on transformative learning (TL) activities; and SG#6: Increase the number of faculty and staff members engaged in transformative learning. Once KPIs have been created by UPC, we anticipate measuring QI impact along both existing strategic goals and KPIs.

Given the aforementioned purposes and aims, the specific QI goals that UCO seeks to achieve include:

**UCO QI Goal #1: Institutional Learning Outcomes**
- Establish the University College with an Office of Undergraduate Studies as a point of ILO coordination
- Adopt ILOs to explicate Discipline Knowledge, a Central 6 tenet
- Implement assessment plan around newly created ILOs
- Develop reports of assessment results related to ILOs
- Disaggregate data for monitoring impact on underserved populations

**UCO QI Goal #2: Early Experience First-Year Program**
- Establish the University College with an Office of Undergraduate Studies as a point of first-year experience coordination
- Increase by 3% first semester to second semester freshmen retention rates
- Increase by 3% first to second year freshmen retention rates
- Monitor impact of the early experience first-year program on four- and six-year persistence outcomes
- Disaggregate data for monitoring impact of the early experience first-year program for underserved populations

5. Select up to three main topics that will be addressed by the initiative.

- [ ] Advising
- [ ] Assessment
- [ ] Civic Engagement
- [ ] Curriculum
- [ ] Diversity
- [ ] Engagement
- [ ] Faculty Development
- [ ] First-Year Programs
- [ ] General Education
- [ ] Leadership
- [ ] Learning Environment
- [ ] Online Learning
- [ ] Persistence and Completion
- [ ] Professional Development
- [ ] Program Development
- [ ] Program Evaluation
- [ ] Quality Improvement
- [ ] Retention
- [ ] Strategic Planning
- [ ] Student Learning

Audience: Institutions
Form
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Process: Open Pathway Quality Initiative Proposal
Contact: 800.621.7440
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6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

UCO will advance the QI through institutional activities that will begin upon proposal submission with progress checks occurring, key milestones achieved, and adjustments made throughout the two-year QI implementation timeline; the timeline is centered around the three phases of Creating, Launching, and Reporting. Activities associated with each QI Phase are below; while not exhaustive, these will evolve and serve as the anticipated elements to be accomplished throughout the two-year duration of the QI.

**Creating Phase** (August 2019–July 2020) - involves the development of ILOs and an early first-year experience that probes ILOs; also involves establishing the University College with the creation of the institutional infrastructure (e.g., Office of Undergraduate Studies, University Council, processes, plans, etc.) to support the UC’s existence in a foundational and scalable capacity.

- Enlist QI steering team with representatives from each academic disciplinary college, the FSI, and student affairs as well as sub-teams (additional representatives from key areas led by one or more steering team members) in ILOs and early experience creation and feedback solicitation
- Ensure key constituent groups (e.g., disciplinary colleges, the FSI, Academic Affairs Curriculum Council, Faculty Senate, Staff Senate, UPC, President Cabinet, Student Affairs, etc.) review ILOs and early experience creation and offer feedback
- Solidify the University College and its associated infrastructure and communicate its mission, purpose, and role at the institution
- Create new formula with shared fee income implications associated with early first-year experience courses
- Hold campus forums for broader UCO QI institutional engagement, feedback, and planning
- Conduct elections for the University Council, which will review submitted ILOs, early experience, processes, course proposals, and monitor assessment
- Integrate ILOs and early experience creation with the existing institutional academic mission and transformative learning/STLR framework
- Finalize the ILOs and associated rubrics for assessment
- Develop a mechanism with visual representation for students within the institution’s learning management system for ILO progression, tracking, and assessment
- Finalize the early first-year experience and associated plans for student success evaluation
- Ensure integration points of academic support and peer engagement through the Broncho Education and Learning Lab (BELL)
- Finalize the early first-year experience and associated plans for student success evaluation
- Secure pilot team for soft launch of new ILOs assessment and new early first-year experience

**Launching Phase** (August 2020 – July 2021) - involves the implementation of the ILO engagement, testing out the new first-year experience, and leveraging the people, processes, and structures to oversee ILO data assessment and QI main topic goals/aims.

- Pilot new ILOs assessment data capture plan
- Pilot new early first-year experience program
- Implement proposal forms for faculty and staff engagement in the new first-year experience
- Conduct regular meetings of the University Council with associated committees to handle processes, proposals, and monitor assessment
- Integrate early experience into existing incoming student institutional orientation activities (e.g., Freshman Forge, disciplinary college and FSI open house/orientation, advisement, etc.)
- Review ILOs and first-year experience pilot results to make modifications and adjustments
- Launch ILOs and associated assessment plan institution-wide
- Launch early first-year experience institution-wide

**Reporting Phase** (ongoing) - involves the summation of QI efforts through documenting progress checks, milestones, activities, and impact for institutional learning and for submitting the QI report.

- Continually monitor progress toward key action items
- Evaluate accomplishment of milestones associated with the Creation and Launch phases
- Develop report of the ILO assessment data captured along with a review and synthesis of student learning
- Develop report of the impact of early first-year experience along with a review and synthesis of impact on KPIs
- Evaluate the aims of the QI to gauge QI main goal attainment
- Submit the final QI report for HLC peer review

**Evidence of Commitment to and Capacity for Accomplishing the Initiative**

7. Describe the level of support for the initiative by internal or external stakeholders.

To elicit feedback and garner support of the UCO QI at the executive and grassroots levels of the university, QI foundational discussions have occurred across numerous internal stakeholder groups.

At the highest levels, updates related to the UCO QI have been given to the UPC, which includes members from university stakeholder groups as shared previously. The UCO HLC Accreditation Liaison Officer and Associate Vice President of Institutional Effectiveness shared an overview of the HLC QI process with the UCO President and Provost in early March. The UCO QI Team was created on March 29, 2018 from UPC members and consists of the Provost/Vice President of Academic Affairs, Associate Vice Presidents of Academic Affairs, the Vice President of Student Affairs, associate vice president of Student Affairs, Dean of the College of Liberal Arts, President of Faculty Senate, President
of Staff Senate, and the Dean of the Graduate College. The main UCO QI updates occurred on Friday, September 14, 2018 with final approval for the UCO QI direction presented with support secured on Monday, May 20, 2019. On Wednesday, May 22, 2019, the same presentation of the UCO QI direction was given to the Provost’s Advisory Council, which consists of all Deans, Assistant Vice Presidents in Academic Affairs, Executive Directors in Academic Affairs, student affairs staff, faculty leadership, and other campus leaders.

At the grassroots level, listening sessions related to the QI were conducted with representatives across each stakeholder group; there were more than 20 one-on-one or small group meetings conducted across two site visits (December 6-7, 2018 and February 12-14, 2019) during the Listening Phase with Dr. Patrick Killion and the Graduate College Dean. Participants in site visit listening sessions include the: President; President-select; Provost/Vice President of Academic Affairs; Vice President of Student Affairs; Associate Vice President of Academic Affairs; Associate Vice President of Student Affairs; the HLC Quality Initiative team; Deans of UCO’s disciplinary colleges; Co-chair of the First-Year Seminar Action Team; Chair of the General Education Action Team; Associate Vice President of Institutional Effectiveness; Research Analysts in the Office of Institutional Research; leadership in the Graduate College; leadership in the College of Education and Professional Studies; Executive Director of the Center for Excellence in Transformative Teaching and Learning; Staff Senate Senators; Faculty Senate Senators; and Assistant Vice President of the Center for eLearning and Connected Environments.

Along with the internal stakeholders previously discussed, the UCO QI benefits external stakeholders. As a metropolitan university and member of the Coalition of Urban and Metropolitan Universities, UCO has a responsibility to be a key player in building the workforce and stimulating the economy of the Oklahoma City Metropolitan Area and region. Creating a University College not only aligns with Complete College America efforts, it is also in alignment with Oklahoma's Complete College initiative to increase degree completion in the state. Additional external stakeholders are the Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma.

The UPC (with student, faculty, and executive leadership) has endorsed and approved the UCO QI and creation of a University College. Members of the UCO HLC Writing Team reviewed the UCO QI to ensure their feedback as HLC Peer Reviewers prior to proposal submission. Additionally, significant UCO internal stakeholders groups (Deans, Faculty Senate, Staff Senate, Student Government Association, etc.) were involved in the discussion, development, and writing of the QI proposal. The UCO QI also aligns with the university's metropolitan mission.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The UCO QI will continue to have engagement of key UCO stakeholder groups as shared in the response to #7. The current Graduate College Dean, Associate Dean, and associated staff will be responsible for coordinating and leveraging institutional resources toward the creation of the University College and completion of the QI timeline with its associated milestones.

The existing Graduate College will be a primary point of engagement for implementing the University College framework through changes in this area for coordinating institutional academic activities that cross disciplines. Along with the existing Graduate College Dean, a new Associate Dean was named in June 2019 in anticipation of UCO QI implementation. The university's peer-tutoring and supplementation instruction area formerly called Tutoring Central was re-branded as the Broncho Education and Learning Lab (BELL) and shifted to be managed by the Graduate College Dean also in anticipation of the UCO QI implementation. Within the Graduate College, existing staff are being re-aligned to assume additional duties and responsibilities associated with the University College and the
new Office of Undergraduate Studies; along with the Deans, these impacted positions in the Graduate College include: Operations and Communications Manager, Academic Program Specialist, Marketing Manager, BELL Coordinator, and Academic Program Assistant. Within Student Affairs, the University College implementation will have an impact. A representative, though not exhaustive list, of these areas that will have additional workload, new responsibilities, and/or diverted tasks include: Academic Advising, Student Success Advisors, Office of Student Success, New Student Orientation/FORGE/FORGE On-line staff. The Office of Institutional Effectiveness and Institutional Research will have re-distributed workload and new responsibilities related to reporting, assessment, data, research, and analysis.

Along with garnering continued feedback and input from UCO internal stakeholders who contributed to the Listening phase, additional teams will be included with more specific roles related to the QI creation, launch, and reporting phases. The original QI Team will continue to be involved in an advisory and leadership capacity. A new QI Steering Team with representatives from each disciplinary college, the Forensic Science Institute, and Student Affairs will hold primary responsibility for engaging with the Graduate College in the work associated with the creation and launch phases. Additional sub-teams will be involved to secure feedback from each academic unit and Student Affairs as well as for working through key QI activities related to fee income, assessment, and marketing as well as other key areas that emerge. A student sub-team will be engaged through a team of students from the UCO Student Government Association and the UCO Diversity Roundtable (which is the umbrella organization that oversees all UCO multicultural organizations). Members from each of these teams will be responsible for contributing to university-wide forums related to the QI. In addition, the UCO QI work will bring a University Council to fruition that will serve as a permanent entity of elected individuals who oversee course proposals and assessment of ILOs among other activities related to the Office of Undergraduate Studies.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

The University of Central Oklahoma has committed to allocate existing and new resources as an investment in implementing the University College. Some of these investments have begun already, while others will occur over the duration of the remaining UCO QI phases. Given that the institution is facing declining enrollment, decreases in state funding, and other institutional changes, importance is placed on leveraging the early investment of resources to permit revenue generated from first-year courses to cover program costs in a potential self-sustaining manner. See Appendix B for a summary of the resources committed that align with responses in the QI proposal.

Appropriateness of the Timeline for the Initiative
(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

Appendix C summarizes the phases of past and future UCO QI work with anticipated milestones. See response #6 for a detailed list of activities in each phase.

Institutional Contact for Quality Initiative Proposal

Include the name(s) of the primary contact(s) for the Quality Initiative.

Name and Title: Dr. Gary Steward, Associate Vice President, Office of Institutional Effectiveness and Dr. Jeanneta D. Sims, Dean, Jackson College of Graduate Studies
## Appendix A: UCO QI – UCO Student Demographic Data Compared with OKC Demographic Data

<table>
<thead>
<tr>
<th>Ethnic/Racial Makeup</th>
<th>UCO Student Demographics</th>
<th>Oklahoma City Metro Area</th>
<th>UCO Alignment with OKC MSA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>56.1%</td>
<td>54.2%</td>
<td>is aligned or exceeds</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9.2%</td>
<td>14.5%</td>
<td>is not aligned</td>
</tr>
<tr>
<td>AmericanIndian/Alaska Native</td>
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<td>2.8%</td>
<td>is aligned or exceeds</td>
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<td>Asian Alone</td>
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<td>4.5%</td>
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<td>Native Hawaiian/Pacific Islander</td>
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<td>2 or More Races</td>
<td>9.7%</td>
<td>6.5%</td>
<td>is aligned or exceeds</td>
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<tr>
<td>Hispanic or Latino (of any race)</td>
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<td>is not aligned</td>
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<tr>
<td>International</td>
<td>6.6%</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Not Declared</td>
<td>1.3%</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

*Source: Based on 2019 US Census Data Comparison and the UCO Factbook*

*Note: Sum will exceed the total population for MSA data since people who reported more than one ethnic/racial group are included in the tallies.*
Appendix B: UCO QI – Summary of Resources

Key Project Personnel (salary and fringe) – The individuals listed will have managerial oversight and additional or modified duties associated with the University College. 
- University College personnel: Dean, Associate Dean, Operations & Communications Manager, Marketing Manager, Academic Program Specialist, Academic Program Assistant
- Office of Institutional Effectiveness: Assessment Director
- Broncho Education and Learning Lab personnel
- Student Affairs: Academic Advisors, Office of Student Success, Students Success Advisors, and New Student Orientation/FORGE/FORGE On-line Staff

Other Project Personnel - Projected resources related to instruction for individuals with direct engagement with first year students are based on adjunct course pay for staff and faculty as well as student pay for first-year instruction and mentoring. Upon UCO QI implementation, we anticipate compensating based on in-load teaching assignments rather than adjunct course pay.

Contractual - A consultant will be retained to continue to engage with the steering committee and sub-teams during the creating and launching phases.

Professional Development – ILO and first-year experience training for students, faculty and staff, and first-year instructors will be provided to ensure successful QI implementation.

Travel - Attendance at conference such as, but not limited to, the Higher Learning Commission Conference and FYE Experience Conference will be provided for supporting learning of key personnel or QI team as well as for project dissemination.

Marketing and Promotional items for communicating and translating ILOs, courses, and other initiative components to internal and external audiences will be created including, but not limited to, digital media design and production, promotional items, print material design and production, and signage and directional/location information.

Program Expenses for costs associated with preparing, implementing, and coordinating the initiative have also been budgeted, including but not limited to, ILO and first-year experience awareness forums for campus community; refreshments for luncheons, meetings, receptions, and gatherings; supplies and training materials; office furniture and minor space renovations.

Technology costs for modifying existing technology for assessment and measurement of ILOs as well as for measuring ILOs as Discipline Knowledge in UCO’s Central 6. This includes UCO Office of Information Technology Desire2Learn professional services and enhancements for assessment and measurement for ILOs and additional implementation technological needs.
Appendix C: UCO QI – Phases of Past and Future Activities

LISTENING PHASE
- Onsite Sessions with Consultant Visit One – December 6-7, 2018
- Onsite Sessions with Consultant Visit Two – February 12-14, 2019
- University College and QI Report to the QI Team – May 14, 2019

SYNTHESIS & APPROVAL PHASE
- QI Update Presentation to and Approval from the University Planning Council – May 20, 2019
- QI Update Presentation to the Provost’s Advisory Council – May 22, 2019

CREATING PHASE
- Phase I – ILO Creation with Campus Stakeholders – August 2019 to January 2020
- Phase II – First-Year Model Refinement and Pilot Design – January 2020 to July 2020

LAUNCHING PHASE
- Phase I – QI First-Year Pilot Semester One – August 2020 to December 2020
- Phase II – QI Assessing Semester One – January 2021 to May 2021
- Phase III – QI First-Year Pilot Semester Two – January 2021 to May 2021
- Phase IV – QI Assessing Semester Two – June 2021 to July 2021

REPORTING PHASE
- Phase I – QI Report Documentation, Milestone Tracking, and Preparation – August 2019 to July 2021
- Phase II – QI Report Review and Revisions – July 2021 to August 2021
- Phase III – QI Report Submission – August 31, 2021