Cal Poly Humboldt
Integrated Curriculum Committee Meeting Minutes
21/22:13 03/29/2022

Tuesday, March 29, 2022, 9:00am, Zoom

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, March 29, 2022, via Zoom Meeting ID: 81034195588; a quorum was present.

The meeting was recorded and is available via this link.

Members Present
Ramesh Adhikari, Jill Anderson (Chair), Brad Ballinger, Kayla Begay, Vincent Biondo, Travis Brunner, Carmen Bustos-Works, Christine Cass, Eden Donahue, Heather Madar, Cindy Moyer, Marissa Ramsier, Cutcha Risling-Baldy, Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Marisol Ruiz-Gonzalez, Mark Wicklund, George Wrenn, Rick Zechman
GEAR Chair: Lisa Tremain
CDC Cahir: Lucy Kerhoulas
APC Chair: Maxwell Schnurer
Student Representatives: Vacant
Administrative Coordinator: Mary Watson
Curriculum Coordinator: Bella Gray

Current Vacancies: Graduate Council representative, Student representatives (2)

Minutes from the Meeting of March 8, 2022

The approval of the minutes for this meeting will be postponed until the April 12 meeting.

Approval of the Consent and Voting Action Calendar

BIOL - 198 - 21-1548. Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

BOT - 198 - 21-1549. Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

ENGR - 434 - 21-1750. Air Quality Management (3). Co-listed with ENGR 534. The Engineering department would like to add ENGR 417 as an alternative (to ENGR 416) corequisite to these co-listed courses. ENGR 416 and 417 are different transport courses taken by students in the Mechanical Engineering and Environmental Engineering Majors respectively. Allowing ENGR 417 as an alternative corequisite will allow Mechanical Engineering majors to take this course as a major elective.

Cal Poly Humboldt
Integrated Curriculum Committee Meeting Minutes
21/22:13 03/29/2022

Current requisites: CHEM 110, ENGR 416 (C).

Proposed requisites: CHEM 110 and (ENGR 416 (C) or ENGR 417 (C)).

ENGR - 534 - 21-1750. Air Quality Management (3). Co-listed with ENGR 434. This proposal was put on hold until the full Environmental Systems EO 1071 alignment was proposed. In this updated and reactivated proposal, the Engineering department would like to:

1. Make ENGR 416 a corequisite to align requisites for this course with the co-listed ENGR 434.
2. Add ENGR 417 as an alternative (to ENGR 416) corequisite to these co-listed courses. ENGR 416 and 417 are different transport courses taken by students in the Mechanical Engineering and Environmental Engineering Majors respectively. Allowing ENGR 417 as an alternative corequisite will allow Mechanical Engineering majors to take this course as a major elective.

FOR - 523 - 21-1602. Advanced Wildland Fuels Management (3). Course deletion proposal. The course is currently co-listed with FOR 423 which is becoming FIRE 324, which will make the co-listing out of compliance with the co-listing policy. Some of the content of this course is being moved to the FIRE 431/531 co-listing.

PHIL-198-21-1569. Supplemental Instruction in Logic (1). C-classification change from C-07 which generates 1. 3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

Recreation Administration Minor - Change Core Requirements - 23-1560. The Recreation Administration program would like to update its minor by removing REC 302, REC 320, and REC 420 as required courses and replacing them with a list of possible minor electives (all REC courses). The unit minor count will not change (18 units) but replacing 3 required courses with 3 electives will reflect the current practice and make this flexibility visible to students, thus making the minor more attractive to them.

SED - 762 - 21-1598. Supervised Fieldwork in Student Teaching (1-3). School of Education would like to change the C-classification of this course from S-36 (.33 WTU per student) to S-25 (.5 WTU per student) in order to account for the increased number of contact hours required for the fall semester by the Commission on Teacher Credentialing. This change will allow for the correct compensation of the supervisor. This proposal is being submitted in conjunction with SED 767, which will change SED 767 from S-24 (.67 WTU per student) to S-25 (.5 WTU per student), resulting in a reduction in WTU. Due to both of these proposals, there will be no overall change in the cost to the university.

SED - 767 - 21-1599. Student Teaching Secondary Education (14). School of Education would like to change the C-classification of this course from S-24 (.67 WTU per student) to S-25 (.5 WTU per student) which will allow for the correct compensation of the supervisor during the spring semester. This proposal is being submitted in conjunction with SED 762, which will change SED 762 from S-36 (.33 WTU

per student) to S-25 (.5 WTU per student), resulting in an increase in WTUs. Due to both of these proposals, there will be no overall change in the cost to the university.

ZOOL - 198 - 21-1551. Supplemental Instruction (1). C-classification change from C-07 which generates 1.3 WTU per section, to C-78 which will not generate any WTUs. This change will have no impact on the student units or instructional time. The currently generated WTUs are not actually paid to the SI student leaders or the Supplemental Instruction coordinator thus the class schedule entry and maintenance, as well as the University-wide WTU budgeting, will be more accurate if the WTUs are not generated.

Subcommittee Reports:

APC – Maxwell reported that the Minors Policy will have its second reading at the Senate today, and the committee is working on a new withdrawal policy which should allow students more flexibility with appeals processes if they are having a bad semester that gets one or more WU's, and the Syllabus Policy continues to evolve.

CDC – Lucy Kerhoulas reported the CDC shepherded a handful of proposals that came their way in advance of the deadline, the things on the Consent Calendar are what the committee vetted.

GEAR – Lisa Tremain reported the committee has been working on GEAR recertification, reviewed proposed software engineering programs. She reported that she will be on sabbatical next year, and that Cutcha Risling Baldy will be the Interim Chair, and Heather Madar will serve as interim CAHSS representative (Cutcha's current seat) as needed.

APPC – Chair Anderson reported the committee went over the e-Learning Policy, which is its own upcoming agenda item.

Meeting Modality for Fall 2022:

Chair Anderson polled the committee as to whether they should meet in a Hyflex Modality, or only via Zoom for Fall 2022, or if members didn't care either way; the committee was tied.

GEAR Recertification:

Lisa Tremain reported all existing programs need to be reviewed to show their alignment, part of the recertification for WSCUC includes establishing an archive of how courses are meeting and assessing GE outcomes. The process of re-certification is complex, while the process for GE courses to follow so that they can be reviewed and recertified has been established, but as it is being out into practice for the first time, GEAR is encountering bumps in the road.

The committee has questions such as how many courses need to be recertified per year, what happens if a program doesn't submit a recertification proposal, what if the program doesn't meet the requirements for recertification, what happens if the GEAR committee and therefore potentially the ICC doesn't think the program has done in good faith what it potentially needs to do to be approved for recertification...etc.

She explained that in addition to the 136 DCG courses that would be up for recertification, the GEAR committee also looks at full program proposals, new courses, etc and the committee is new at this process. She explained the committee proposes that next year they will revise the schedule, and the reviews will take place either as DCG domestic and non-domestic courses, or DCG Lower Division one year and Upper the next, after which the schedule moves forward alphabetically. She noted that even if a course needs to be approved in more than one area, the program will submit according to the schedule, as part of the first 7 years of the cycle.

Since Area E will probably be going away, it will be last on the review schedule. For communication of the proposed process and schedule, Lisa is available to come to the college meetings to let the departments know about this, if the Deans wish her to.

She explained another critical point is that the ICC needs to be able to communicate what happens to a GE program if they don't get recertified. She also noted there might be a need for summer funding for people who want to work on programs and help make the timeline less intense.

Finally, Lisa reported that all of the recertification requirements, thanks to Bella, are completely built out inside Curriculog, which makes the communication part of it, and the tracking very, very manageable, although the GEAR committee will still be doing its own internal tracking and emails and communications. What's great about what Bella has done is that it allows for faculty that are looking to have their program recertified to quickly go straight into Curriculog and track their process for their courses' recertification.

e-Learning Policy:

Chair Anderson gave an overview of the status of this policy, noting that the policy was updated in the Fall by Julie Alderson and Enoch Hale after looking at other university's policies, as well as holding a few open forums before passing it on to the ICC.

The APPC discussed some questions that came up from the initial full ICC discussion and made some revisions to the proposed e-Learning policy, the biggest changes were in the version that was given to the ICC, the language used the word "required" when suggesting that training for teaching online should be required since that language then creates a workload demand, especially on our lecture faculty who do not get WTUs. The language now reads "recommend."

The other major change is in the review section, to allow for flexibility in the framework of peer reviewing since there is no one way to do it on campus.

She noted it gets tricky when it comes to the threshold that 50% of the degree program could be done distance learning for WSCUC's definition, which is anything that isn't entirely face to face is considered a distance learning pathway. Another suggestion is to include some

guidelines for the process of how those reviews should be happening and how those courses should be tracked to ensure that programs aren't going over that 50% threshold.

Cindy Moyer suggested that the term "Hyflex" should be included in the definitions list at the beginning of the policy. When it comes to class size, C-Classification needs to be addressed; would there be different C-classifications for the same class in-person versus online? How should we determine what is an expected instructor time commitment in order to provide a good online class experience for however many students, since historically an online class couldn't be more than 40 students, whereas in the pandemic, there were classes with 150 students. Finally, perhaps there should be three or four Cal Poly canvas templates for faculty to modify, and if courses are going to be consistently online, then should they be identified in the catalog.

Chair Anderson noted that the modality of a new course being proposed should be a decision made at the program and Deans level, more so than the ICC. She also pointed out that technically there could be a way for a student to take major courses in a piece-meal fashion such that even though a program has 50% of the classes online, they could essentially complete a program taking online classes only. This will be challenging to track.

Anna Thaler noted that the in-person classes are required to use a Learning Management System (LMS) and may use it for posting assignments, but there is no mention of that in the distance learning classes. She also noted that although it says the class schedule should "clearly note" what modality the course is, but especially during the pandemic, many students do not know just by looking at the class schedule what the format will be, due to the use of the abbreviation "TBA," which has been the standard meaning "To Be Asynchronous," but it is not publicly understood that "TBA" in this case doesn't mean "To Be Announced," because that interpretation is a preexisting acronym. She suggested that if a class is going to be fully online or fully face to face, perhaps a reasoning should be provided for any students who are wondering why they can't take a class one way or the other.

Rosamel Benevides-Garb stated that he disagrees that the Dean and the Department decides the modality of a class, and said it is the faculty who decides what c-classification is needed and the have a conversation with the Dean.

Cutcha Risling Baldy asked whether there is going to be an ongoing or potential goal to run some type of university wide data study on whether a certain class has better outcomes for student success in one modality or another. Vice Provost Bustos-Works stated she will bring that idea up at the leadership meeting. Mark Wicklund expressed his concern about who would be collecting this data other than IRAR, since they don't have the budget for someone to prepare annual packets and then present them to programs, so it would fall ostensibly to faculty to prepare yet another report.