

**ACADEMIC SENATE – Curriculum Committee**  
Winter 2020

| <b>MEMBERS</b>                |              |
|-------------------------------|--------------|
| Name                          | College/Unit |
| Watts, David                  | CAED         |
| Bieraugel, Mark               | Admin        |
| Bohr, Gregory                 | CLA          |
| Keen, Aaron                   | CENG         |
| Torgerson, Louise             | PCS          |
| McCullough, Michael           | CAFES        |
| Metcalf, Lynn                 | OCOB         |
| Olivas, Susan/Parsons, Daniel | Admin        |
| Giberti, Bruno                | Admin        |
| Lowham, Elizabeth             | Admin        |
| Self, Brian (CH)              | CENG         |
| Walker, John                  | CSM          |
| Vacant                        | ASI          |
| Robinson, Alison              | ITS          |

**NOTES:**

The ASCC met every other week, from 3-5pm during the quarter.

**January 9, 2020.** The committee reviewed GSB 570, LA 520, LA 521, LA 538, GSB 516. Discussed minors and concentrations within the Liberal Studies program.

**Jan 23 2020.** Reviewed SOC 321, LS 255, GSB 516, ENGL 347, WGS 301 topic, ENGL 339, ENGL 241. Reviewed the Cross Disciplinary Studies Minor in Heavy Civil, sent back for additional clarification and work (several hidden pre-requisites and issues with technical electives). Also discussed the eLearning addendum and best practices in online teaching and learning.

**January 31, 2019.** Brian Self, ASCC Chair, John Walker, ASCC CSM representative, Elena Keeling, CSM Curriculum Chair, and Susan Olivas and Daniel Parsons, Office of the Registrar, met with Lola Berber-Jimenez to discuss the concentrations and minor in the Liberal Studies program. In the past, there was some duplication (e.g., a Liberal Studies major with a Concentration in Biology would almost automatically get a minor in Biology). A plan to have the students do a minor without the concentration for most students was developed and will be submitted for the 2021-2022 catalog.

**February 6, 2020.** Re-review LA 520 and LA 521, reviewed GSE 519. Aaron Keen is serving on the Course Refresh Task force and asked for some input. A number of different suggestions were offered for Aaron to discuss with his committee, as indicated below.

What might trigger a course renewal? A) Use a certain timeline (e.g, every 7 or 10 years) and that departments would need to go in and certify that CLOs, etc, were still up to date. B) Do as part of program review, or maybe every other program review cycle. C) Set “course expiration dates (similar to A) and have system automatically flag these courses. D) Any type

of course edit could include an “invitation” to refresh and check to be sure CLOs are correct. E) special concerns for GE courses and writing requirements

What should be include in course refresh/renewal? A) updated CLOs B) map to PLOs (would be great if system could then create an overall program mapping of courses to PLOs) C) week-to-week outline (a bit of work for faculty, might be useful for transfer students and others if this was available online) D) Could upload a recent syllabus

What level of review? A) could just have the department or college do it. B) ASCC review? C) probably don't need full senate review, but that would take out the Appeals Committee if someone really had an issue with it.

There was also a discussion concerning allowing students in the BS-BA Consumer Packaging Concentration also get a Packaging Minor. Most of the committee thought there was a bit too much overlap for this, and that there needed to be more differentiation between the names of the programs as well as the courses.

**February 20, 2020.** Reviewed ENGL 241, LA 538, AGED 303. Brian Greenwood and Catherine Hillman from the Online Teaching and Learning Task Force visited to discuss a resolution being prepared. Different questions and concerns included:

- Course security and integrity. Should we do more safeguards? Approval using ID, etc. Same thing when take an exam? Academic Integrity was probably the biggest concern
- Overall goal for online – should we even have online courses at Cal Poly? Is the only reason speed to graduation? There should be a vision for online teaching and learning
- Competing with Community Colleges for online courses.
- How does it improve student learning?
- Different courses – have eLearning addendum vs a new course
- Faculty workload – what is the added value? Instructional time vs homework, etc.
- Asynchronous vs synchronous- how to parse out, and to decide which is best. Need
- more technology for synchronous things
- Faculty workload issues too.

The task force will take these recommendations and discussion items under consideration when they do their resolution.

**March 5, 2020.** Reviewed CSC 121 and CSC 122, and LA 531

As always, the status of different course and program reviews can be found at:  
<https://registrar.calpoly.edu/status-proposals>