In attendance: Laurie Beets, Aaron Christensen, Cynda Clary, Richard Frohock, Jami Fullerton, Jeff Hartman, James Knecht, Susan Johnson, Diane Jones, Marlys Mason, Christine Ormsbee, Rita Peaster, Kyndal Roark, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Missy Wikle, Tom Wikle and Jeanette Mendez, Chair.

1. **Chegg.com – Jeanette Mendez and Candace Thrasher**
   C. Thrasher reached out to her Academic Integrity (AI) Big 12 counterparts to investigate their handling of issues with students uploading course content such as quiz questions, exam questions, solutions etc. to sites like Chegg.com. Chegg appears to be a tutoring site – not a possible cheating site. Chegg is to be used to help assist students, but what we are finding is that students are uploading assignment questions, quiz questions and exam questions. The concern is that students are not learning the material, they are just copying a solution being offered – which may or may not be correct. C. Thrasher learned that creating a Chegg account for the University may not be helpful. There is no way to know who posted the information. Her recommendation is to submit requests to Chegg for investigation. The Chegg investigation will provide the following: the questions, the solutions provided, any identifiable information from the student and the IP address from the student who uploaded the information.

   Word quickly spread throughout the campus that Academic Affairs (AA) has this capability, and C. Thrasher received a large number of requests from CAS and CEAT instructors regarding investigations. AA may be able to provide assistance to the instructors to aid in identifying the students.

   The Chegg honor code states that by uploading any content and using solutions provided may be a violation of the particular institution. If a student uploads content for a specific course they are not currently enrolled, AA will need to be notified and will in turn notify the student of the potential academic integrity violation. The way the Chegg honor code is written, an individual instructor cannot request removal of content. The request must be made by an academic integrity official.

   This matter was brought to Instruction Council (IC) due to span across several colleges. Proactively minimizing this issue collectively is critical. Individual departments are aware of this situation and are policing heavily. Recommendation 1: mention of Chegg and other sharing sites on the syllabus attachment as a way of informing students the purpose of Chegg, it's intended use and inappropriate ways that could lead to AI violations. Recommendation 2: Academic Integrity training requirement for students in the way of videos and modules.

2. **Retention – Jeanette Mendez**
   Fall planning – Provost Sandefur submitted the Fall Semester Startup Guidelines to Deans, Associate Deans and Assistant Deans 5-20-20. "***Fall Semester Startup Guidelines*** *were developed. We continue to work through the document and consider input from other areas, and plan to implement adjustments to the fall class schedule in a phased approach. Your assistance is needed for our first phase in identifying potential shifts to online course delivery for classes that enroll large numbers of new freshmen. Identifying planned delivery changes prior to next Tuesday's opening session of New Student Orientation (NSO) will allow us to be as transparent as possible with our incoming students and their parents.*

The attached file lists courses that enroll <u>over 100 freshmen each fall</u>. Please review this listing and identify the courses you recommend be moved online. Centrally, within Academic Affairs, we will review your recommendations and follow-up to resolve conflicting requests. Once the course delivery methods are finalized, we will work with the Registrar to make necessary changes prior to the first NSO session. Please submit your recommendations for course delivery changes to Denise Weaver (denise.weaver@okstate.edu) <u>no later than noon on Friday, May 22</u>. While we understand the turnaround is tight, we know many colleges are actively discussing these and other scenarios that combine online and f2f instruction. We expect to reach out again next week to begin the next phase of fall schedule updates.

As you and your administrative teams work through this exercise, please keep the following considerations in mind:

- *To maximize the learning experience of our freshmen class, consider minimizing the number of 1000-level (and 2000-level) courses typically taken by first-year students being moved solely to online delivery.*
- *To the extent possible, all freshmen orientation courses will remain as f2f.*
- *Large freshmen classes will receive priority for classroom scheduling once social distancing and seating arrangements are determined, with non-standard scheduled classes having the lowest priority for retaining classrooms.*
- *Courses already scheduled for online delivery should remain online. If you are proposing to change a currently scheduled online course to a different delivery format, please indicate this on your submission but understand that the change may not be possible. We do recognize that units may need the flexibility to change the delivery methods of other courses as entry level courses are addressed.*
- *Sequenced courses should be prioritized. Additionally, there may be some offerings that can be moved to an alternate semester.*
- *If courses employ GTAs, please assess potential program conflicts that might arise with such changes.*

College of Arts and Sciences (CAS) felt that a monitoring system was necessary regarding face to face (f2f) courses being moved online. Refer to the **Form to Request Change of Course Delivery Method** (refer to page 6). This form / process would not apply to entire courses being placed online such as Freshman Composition or Political Science. This form would provide the colleges' administration with some control over faculty or department decisions to move courses online. In an order to streamline the process – departments are allowed to submit a spreadsheet listing all classes on one form.

J. Mendez specified the major points from the Dean's recommendations to the Provost:
- Prioritizing face to face classes while we minimize changes to students schedules
- Changing messaging for students regarding flexible schedules and advisor assistance in an effort to lower student anxiety
- Communicating to New Student Orientation (NSO) students what classes will be offered f2f versus online
- Implementing the freshmen class changes quickly to minimize complaints
- Proceeding with this plan with the understanding of what does and what does not need to be vetted thru Academic Affairs
- Prioritizing f2f classes, which will lead to understanding what rooms are available

Comments and Concerns from IC Members:
- No details regarding the new spaces that have been identified as of now.
- College of Engineering, Architecture and Technology has a formatted schedule of courses to be offered Fall 2020. RO agreed to accept their list as long as the information within contains CRN details.
- Room capacity - general rule is 1/3 of fire code capacity.
- College of Education and Human Sciences will be offering some sections as f2f and some online. They are trying to be creative and free up rooms. RO recommended listing CRNs accordingly to convey specific information on the spreadsheet .
- College of Education and Human Sciences will be offering some lectures online but discussions will be f2f. The specific information should be notated on the spreadsheet.
- Honors has placed caps on several of their classes because they want to allow 1st year students access. RO recommends the release of seats to allow changes to be made. Specific colleges may want to be gatekeepers.

RO is open to taking classroom change requests as long as it is approved by the leadership team of the college. RO will need to know priority.

- For classrooms that are controlled by a department RO is proposing that each college evaluate their classes within a given timeframe. We all realize that each college is working on evaluating other changes that need to be made in order to maximize f2f classes while minimizing changes to students' class scheduled. RO is asking that all space be available for class scheduling purposes after a specific date.

- Ferguson College of Agriculture leadership is working on the 1/3 capacity of the class arrangement to meet the needs of each department as well as requirement of the faculty. The leadership is making decisions about shifting classes within their space and possibly identify temporary instructional space for Fall 2020. Each college has to address its individual nuances.

- Ferguson is concerned about time limits placed on shifting their classes around within their buildings before having to offer them up to general campus scheduling.

- Ferguson wants to make sure that they are making appropriate accommodations for Freshmen seminars and intro classes are important.

- A proposal was made to hold all CAS freshmen orientation classes at a specific time in Murray Parlor, which will definitely change schedules. Discussion was held regarding foundational courses such as biology and chemistry being solidified prior to NSO. At this time the University is ready for week 1 of NSO but not week 2.

- Spears School of Business (SSB) informed their faculty that they will not change times.

- Rooms in the SSB building have already been earmarked for classes. SSB does not want to open their classrooms to general campus.

- Human Resources (HR) is preparing guidelines regarding clarity of faculty moving to online.

- For those faculty offering a hybrid approach it would be helpful to have some different models to use, which could ease anxiety among faculty members as well as meeting the learning outcomes they are trying to achieve. C. Ormsbee explained that ITLE is working on different models to offer faculty with the next week.

- For faculty who have no vulnerabilities but are extremely concerned about the f2f classroom approach there will be HR guidance. Those faculty members will need to file an ADA process and go thru Office of Equal Opportunity.

- Finalizing these processes in AA is extremely important. Addressing the requests of each college as well as honoring NSO is critical. AA will continue to be transparent as changes occur. We realize the priority in doing all that we can right now.

- For freshmen classes moving online for the summer it was recommended that the University leave the days and times because some instructors prefer to offer their courses synchronous. RO can remove the days and times on a course by course basis. The classroom would then be available, but the time would need to be blocked off on the students' schedules. From the advisors perspective, course times are associated with the class, which blocks those times from students booking appointments with their advisors. After discussion regarding pros and cons of synchronous offerings, RO informed IC that days and times will be left intact for synchronous instruction. If colleges wish to remove the days and times for specific courses, please include that information within your request to change class format. Communication will need to be clear regarding synchronous. NSO will provide this information to their students. RO will provide information to instructors.

- Currently if online courses with enrollment are shifted slightly in time the standard procedures would require a special form. IC members indicated approval for no special form for class changes with enrollment.

3. **Momentum Year – Jeanette Mendez**

Refer to Momentum Year document. J. Mendez distributed the condensed Momentum Year data to IC members, as well as State Regents. Information is meant to be an encouragement that the University is being proactive in thinking thru the number of credit hours being taken each semester, especially our incoming Freshmen students. Recommendations are as follows: 1)pushing 15 hours per semester, 2)promoting this thru next year, 3)considering the possibility of intersession courses for students who fall short of 15 hours the first semester. This will help Admissions and Recruitment by helping students graduate on time and with less debt. This would be a good time to encourage students who do not need remediation to complete all their courses here at OSU.

4. **Student Response System Recommendation – Christine Ormsbee**

Several months ago a committee was formed (faculty and students) to review student response systems (clickers) to recommend a single clicker on campus. Currently there are four major systems on campus. This committee surveyed faculty regarding the use of the clickers and invited those four vendors to present their systems on site / online, followed by a proposal. The committee reviewed the proposals and would like to adopt I-Clicker as the key student response system. Benefits of I-Clicker are as follows:

- Attendance app – free
- Features: conduct live or scheduled polling
- Variety of item types
- Ability to provide quizzes
- Grade student participation
- Integrates with e-books
- Can be used in any document – Word, PowerPoint, etc.
- Student pay model:
  - $13 per year per student for a 1-year subscription or
  - $10 per year per student for a 2 to 3-year subscription
- University pay model (guarantee of 7000 users):
  - $10 per year per student for a 1-year subscription
  - $8 per year per student for a 3-year subscription
- System would be implemented Fall 2021
- Possibility of pilot Spring 2021 or Summer 2021

Online proctoring was also discussed. The University tasked C. Ormsbee with investigating proctoring companies in light of providing students with proctored final exams. Examity and ProctorU are the most widely used proctoring systems. Examity has three levels of proctoring, which C. Ormsbee found helpful. If the University is paying for this service, there will only one paid proctoring service throughout campus. M. Mason mentioned that SSB requires their distance learning students to purchase ProctorU. C. Clary questioned that within the course description and fees is a statement about online courses and proctoring fees. R. Peaster clarified that the online course proctoring fees would be included within the class details in Banner and on the special course fees page. If a course is being moved online for COVID and not for an outreach revenue share, the course will have the web online designation but not the outreach designation.

5. **ACE Credits – Christine Ormsbee**

Discussion was held regarding management of Academic Council on Education (ACE) credits and formalizing the process similar to transfer credits. Currently our process is to review each of these ACE credits one by one with the majority of the ACE credits turning into elective credits. We do not have a historical record of the ACE credits that are being processed. We lose military students because their ACE credits do not turn into GENED credits or program requirement credits. C. Ormsbee would like to create a committee to review ACE credits. Admissions could bring ACE courses with the details of military training to the committee. Once these ACE courses are approved they can become more formalized for Admissions. Engineering Technology and Fire Protection are allowing ACE credits within their programs. Several IC members expressed their agreement in pursuing ACE credits providing they are qualified credits. C. Ormsbee explained that a third party outside of the military evaluates the programs to recommend the ACE credits. There was discussion regarding occupational credit versus academic credit.

6. **Transfer Map Header- Susan Johnson**

Tulsa Community College (TCC) approached the University about changing the header on our transfer maps. The Tulsa Transfer Collaborative is comprised of Langston, NSU, OU Tulsa, Rogers State, TU, OSU Tulsa. The other institutions have been working with TCC and have adopted the new transfer map header. There may be an issue with us trying to get the transfer maps on TCC's website without adopting the header. There was discussion regarding consistency of the

same header for all transfer colleges and the time for transition. J. Mendez will submit the new header to Brand Management and DSAS for their review and approval.

7. **Curriculum:**

Informational Items Only:
Course Reactivation:
CIVE 5853 - Bioremediation

Course Deactivations:
ECEN 4703 – Active Filter Design
ECEN 5353 – Advanced Power Electronics
ECEN 5423 – Control of Hybrid Systems
ECEN 5493 – Software Design for Real-Time Distributed Systems
ECEN 5523 – Estimation Theory
ECEN 5563 – Principles of Wireless Networks
ECEN 5653 – Microwave Engineering
ECEN 5703 – Optimization Applications
ECEN 5753 – Digital Processing of Speech Signals
ECEN 5803 – Geometrical Optics
ECEN 5823 – Physical Optics
ECEN 6363 – Analog VLSI for Signal Processing
ECEN 6423 – System Identification
ECEN 6463 – Advances in Nonlinear Control
ECEN 6803 – Photonics I: Advanced Optics
ECEN 6810 – Photonics II: THz Photonics and THz-TD
ECEN 6820 – Photonics II: Spectroscopy
ECEN 6823 – Advanced Optical Techniques
ECEN 6830 – Photonics II: Spectroscopy III
ECEN 6840 – Photonics III: Microscopy I
ECEN 6843 – Advanced Microelectronic Fabrication
ECEN 6850 – Photonics III: Microscopy II
ECEN 6860 – Photonics III: Microscopy III and Image Processing
ECEN 6870 – Photonics IV: Synthesis and Devices I
ECEN 6880 – Photonics IV: Semiconductor Devices, Testing and Characterization
ECEN 6890 – Photonics IV: Semiconductor Synthesis and Devices III

Program Modifications:
No curricular requests at this time.

8. **Other**
   a. J. Mendez expressed her appreciation for everyone's support.
   b. ITLE will continue to be open several days per week to assist faculty with the recording of videos for their classes.
   c. The effort to photograph all of the classrooms was extremely helpful to CAS. Also thank you to ITLE for a list of AV availability in specific classrooms.

Meeting was adjourned at 10:45am

Minutes were recorded by K. Roark

Request to Change Course Delivery Method OSU College of Arts and Sciences   Fall 2020

_____
Changes to the method of delivery for Fall 2020 courses must include a justification (reason for request).
Please return completed forms to Lori Scanlan (lori.scanlan@okstate.edu).
_____

Course (Prefix, Number, Title) _____ CRN: _____

Term/Year: _____ Instructor: _____

Current Time/Day Schedule: _____

Request Change to: __ online (synchronous delivery)   __ online (asynchronous delivery)

Department Contact: _____ Extension: _____

Reason for Request: _____

_____

_____

_____

_____

_____

Approved by: _____ Date: _____ Department
Head Signature/Print Name

_____ Date: _____ Associate Dean for Instruction
Signature/Print Name