ICC Meeting Agenda

Meeting Date: Tuesday October 31, 2023
9:00am to 10:50am
Hyflex:
NHE_106 or
https://humboldtstate.zoom.us/j/7078264143

ICC Members:

Julie Alderson (Interim Chair), Paul Michael Atienza, Cindy Bumgarner, Carmen Bustos-Works*, Christine Cass, Amanda Dinscore, Eden Donahue, William Fisher, Cameron Allison Govier, Sara Jaye Hart, Kristin Heese, Heather Madar, Bori Mazzag, Cindy Moyer, Justus Ortega, Marissa Ramsier, Jenni Robinson Reisinger, Mark Rizzardi, Joshua Smith, Anna Thaler, Lisa Tremain, Melissa Tafoya, Mark Wicklund, Jim Woglom
GEAR Chair: Marissa Ramsier
CDC Chair: Lucy Kerhoulas
APC Chair: Nicole Jean Hill
Student Representatives: Vacant
Administrative Coordinator: Julie Stewart
Curriculum and Catalog Specialist: Cameron Allison Govier
        *Non-voting member

Time	Agenda Item	Notes
9:00-9:05	1. Approval of the minutes from the meeting of October 17, 2023	**Thank you, Lisa!** **No objections; approved.**
9:05-9:30	2. Consent and Voting Action Calendar	● **Consent Approval.** ● **Quite a few things, many more to come.** ● **Julie will make sure we have the stuff coming down the pipe as it comes.** ● **Cindy: Struggled with choice section of Anthropology major because it**

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		requires one unit/Julie, set aside anth for a bit ● **Art 356: clean up** ● **NAS, Psych** ● **Julie: does anyone have any objections? Seeing none, moving to senate .** ● **Voting actions: Anth, Marissa 2-min schpiel: Change from BA to BS, didn't have time to change stuff prior to the shift, cleaning up added core for the major (NAS courses). List of options, developed in consultation w/NAS. Took some out and added them to concentrations rather than core. ANTH feels critical, as it leads to ethical practices. 5th concentration: cross-disciplinary, helps folx mix and match, increases path to graduation. Linguistic Anth use to have 3 required core courses; wanted to give folx more options for regions. A lot of folx will take the cross listed one-unit course, but if they don't want to, they can take the larger unit exceptions. Other exceptions could be appropriate, but variable unit courses were not put in the category. Anth taking a break from changes next year.** ● **Cindy: talked back and forth with Anth, agreed it was best option, but wanted feedback because it felt odd.** ● **Carmen: what happened with the name, and feeling of less flexibility?** ● **Marissa's Response: when anth originally proposed it was called general anth, but they didn't like it; left as placeholder, while entertaining other ideas (holistic: cheesy, subdisciplinary: too long).**

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		Names are different regionally in ANTH, and Cross-disciplinary makes sense, and colleagues at other institutions liked it. Doesn't understand how it would be more rigid; there are a lot of options, reflective of what students do here. They are big on substituting out non-anth for courses that makes sense. Students take courses in widely varying fields and possible electives, but it is not possible to add a list of possible electives without being extremely exhaustive. ● **Julie: openness through untold buffet of other options.** ● **Marrisa: agreed** ● **Julie: they have thought a lot about it and they are not acting on APP recs because they don't think they are appropriate, after significant negotiations** ● **Julie: do we do votes as chunks?** ● **Josh: chunks** ● **Julie: ok, any objections to moving forward pages 5-7; all moving forward, no dissent** ● **Lucie, shepherd on Dance: New course proposed that is dance, music, theater arts, will fulfill GWAR requirement; senior seminar had low enrollment, 447W will come through three times with other packages coming through; soon to come is music and theater packet;** ● **Julie: Objections? none; moving forward** ● **Cindy: Religious studies, pretty significant revision of their major, 3 lower division courses, choice of 2, 394 variable applied course, rest is**

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		selection from remainder of religious studies courses, removed irrelevant courses, conversations about the possibility of a capstone, determined it was not realistic at present ● Sarah: major was developed in 1984 and not revised since then; this will work for students, rather than having them move through a model of substitutions and exemptions ● Julie: questions? Seeing none, moving forward ● Lucie: shepherded theater, adding the core requirement, suspending senior seminar, covers GWAR ● Cindy: When film left the department there were enrollment issues ● Julie: Taking dance BA off this list
9:30-9:40	3. [Dance - Bachelor of Arts - 22-2117 - Concentration Elevation](#) 　　a. Resolution for Senate	● Julie: working on resolution today ● Discussion: what are sexy resolutions? Julie: one's with lots of whereas's ● Last of EO 1071 elevations; based on executive order, anything that didn't have a common, needed to be elevated. ● Received the link to the curriculog monster ● Cindy: submitted/launched; the only that changed is the added capstone course ● Julie: very little change; just makes it EO 1071 ● Marisa: The catalog copy is missing; Josh, its in there, but in a different spot ● Julie: questions, comments concerns? Seeing none, thank you

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		everyone.

9:40-9:55	2. Subcommittee Reports
	  i. CDC
	      1. plugging and chugging through all the proposals in their cue, meeting with folx to address feedback, ironing out proposals,
	         a. art package, music package, communications package, nursing package
	         b. thanks to Lindsay, Cammy, and shepherds
	  ii. GEAR
	      1. moving through proposals
	         a. a bunch a couple weeks ago
	         b. a bunch next week
	         c. survey is out
	  i. julie: everyone should take it; participate
	  ii. will ramp up reminders and reach out to department chairs.
	  iii. Back up plane, paper version of the student version
	  iv. Carmen: Want to bring the minutes to the forefront; hopes that program review can bring that handbook and its processes forward. More	

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	dependent on the gear chair than the posted minutes d. Lisa: GEAR was not an ICC Committee until recently, and there is a need for structure and guidance e. Marissa: of the 99 responses, only 13 are students, 66 faculty; please encourage to share with students. iii. APP 1. Conversation about blended pathways, new minors coming up, conversations coming to full committee next time around. any questions? None. iv. APC 1. Credit for Prior learning: modified document based on feedback, ready to go to senate for first reading. Jenni will be on hand at the senate. Priority registration policy is on the backburner 2. Lucy: CDC will head out now to "do our thing"	
9:55-10:10	3. Report from Academic Programs	**Carmen**

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	a. Joint AVP grad deans meeting: AB 928, no new info, on the board of trustees meeting, both for the november and january meeting at the board of the trustees, might be pushed to march
	
	     i. hope that there will be consensus from faculty, but none was reached so it is going to BOT meeting
	
	     ii. "SIP" Codes desired; CCs offering BAs, so there is a tension, if SIP is not available, CC can say they are filling a need; questions around interdisciplinary studies majors/graduate programs, and best practices; questions regarding consortiums, where there are not a lot of majors that could be shared across the system where there is low	

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	enrollment, but we don't want a discipline to die	
	iii. Marissa: if SF wants to keep a major, they could share that across campuses	
	iv. Carmen: really messy; it has been done before but it is not simple	
	v. Meeting of graduate deans	
	1. called be chancellor's office	
	vi. Mark: would the bachelor's be the less attended majors?	
	vii. Carmen: yes, there is an implication in regards to fire science, but there is a lot of tension there, as multiple CCs offer the BA in that area	
	viii. Josh: did they discuss PhD offerings possibility?	

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	1. Carmen: a little a couple months ago; there are guard rails/can't offer the same as the UCs	

10:10-10:25	6. Reporting on Instructional Modes
	
	● In Carmen's office (OAA) they track course modality
	   ○ went over the schedule for the last two years in order to track course modalities
	   ○ there is a process in curriculog to keep track
	   ○ but we do not have it historically
	   ○ we (Cammy and Kristen) went through and tracked
	   ○ There will be a modality section in the course catalog
	   ○ Julie: How we talk about this is covid-centric, but we were already moving towards it, and there is a desire for a certain amount to be online moving forward, her understanding (Nicole's fault), is a percentage from department to department. We have art
		Carmen

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	history online and f2f; learning community all F2F, senior capstone alternating. But we didn't convey that. That should be happening; how do we do? Sloppiness of post-pandemic needs figuring out. Do departments have to respond to this? Still don't feel like we've figured out our online strategy. How do we do something? Also, are we doing anything illegal; so we can stop. ○ Carmen: has some anxiety around this area; we have not had the conversations about what can be done online and what can be done in person. Titles need consultation, but modality doesn't? Seems wonky. Needs to go through schedule to understand. ○ Cammy: discussed putting modality in the catalog. the catalog does not necessarily match the schedule. Should we put it through curriculog? Put through consent calendar to collect: when, where, and how so that we can track it in the future. Trying to do historical research has been difficult around big changes.	

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	○ Bori: there are courses that are offered occasionally online, occasionally in person, but there is not clarity, and the variety is confusing. Is it all hybrid? ○ Heather: Are departments being held to targets? We are not currently held to targets. there is a target for the institution as a whole, but departments and colleges don't need to be held to it. As we move out of the pandemic mess, it is probably good to move towards a system that meets our needs. There is a policy and there are instructional expectations. ○ Jim: modality can be messy ○ Lisa: some classes are hybrid, problematic with how students are seeing it and understanding it. Students who moved elsewhere during their degrees; what NEEDs to be online so that we can accommodate for graduation, health needs. Because of the pandemic, modalities have changed that are not necessarily reflective of reality and don't meet student needs ○ Cammy: there are places in the form for 3 categories. When you put these	

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	modalities in then they could see them. ○ Marissa: could this be in the searchable schedule and the table one? ○ Carmen: confusing for the students. In the catalog: explain the modality. That way students know what their choices are. There is also a need for the schedule to reflect this. We are tidying based on the schedule, but there is a need to consider if we want the ICC to determine. We want to be more intentional about modality. WASC changed the requirement to the entire degree, if more than 60% of your program can be addressed online, it is an online accessible institution ○ Right now and FYI, but there could be an action for the ICC ○ Bori: two many variations for us to keep track of effectively ○ Heather: [e-learning policy](#) ○ Carmen: right now folx at the department level decide, but some folx have ○ Sarah: in the total variability of the post-covid online madness, CTL has a structure in place	

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	○ Julie: Carmen is working on it; but what does the ICC do? Ongoing conversation.	

10:25-10:40	4. Discussion of Blended Pathways
	
	[Draft Cal Poly Humboldt University Policy, Combined Bachelor's and Master's](#)
	
	● Has the flavor of a senate resolution
	  ○ determined: "whereas" is sexier than "resolved"
	  ○ This is the policy, not the procedure. Sets policy in place, procedure to follow. Draft has been created, looking at other procedures. APP and ICC will way in on procedure document.
	  ○ For now just looking at the policy
	● Cameron: refers to both blended and combined. can we clarify and adopt a specific naming	

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	convention for consistency. ● Carmen: Chancellor's office updated their policy. Don't have to put it forth as a resolution. Not sure it will streamline pathways. Really about how degrees are conferred. Crunchy on Campus: need 60 units, but no more than 90. Registrars and OAA would have to stop that. Clear policy that explains that there are some paths and procedures. Faculty that want to develop. ● Psych, ENC, KIN, English asked for one, but was denied ● Bori: can you accept students from outside? ● Carmen: emphatic "yes", students can be accepted through traditional routes ● Josh: why not after 90? ○ too complex ● Marissa: ○ would you have to develop a different program for each concentration?	

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	■ yes, will be in the procedure doc ● If folx are comfortable, Julie will make into an actual resolution. ○ no dissent	
10:40-10:50	5. Follow up discussion of new syllabus policy's requirement re: Program Review Syllabus Policy Implications a. How do we determine if folx are compliant with the syllabus policy. Possible draft above. b. Folx describe how syllabi meet the policy, include syllabi examples, faculty will peruse attached examples based on policy. i. write your protocol in your action plan. if you don't have one you will need to make one because of legislation. ii. if currently have no such protocol,	**Mark W**

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	include one in your action plan.
	
	   iii. Lisa: either create, or promise to, based on the workload of the program review
	
	c. Julie: good thing we are putting in the program review, but what's the balance?
	
	   i. Marissa: programs could be different things for different people. Two much variability. add brief example.
	
	d. Lisa: those looking at self studies could look at the plan. retracts earlier statement. Wants to reorder one and two.
	
	e. Josh: too much work to look at all of them.
	
	   i. most recent year. Syllabus from everyone	

Consent Calendar

[ANTH - 102 - 23-2287 - Course Change - Introduction to the Anthropology of Language](#).

(1) Change classification from C-5 to C-2 to match current course type and enrollment. The course was initially a major-only course under the number ANTH 140, which is why C-5 (seminar, class size 20) was initially chosen. The course changed to a GE course (as ANTH 102) and began operating as a lecture and enrolling 40+, but we neglected to change to C-2 (lecture, class size 40) at that time. We now request to correct this oversight.

(2) Add instructional modes. In addition face-to-face, add hybrid and online as options, given that this course is taught in various modes.

[ANTH - 105 - 23-2288 - Course Change - Archaeology and World Prehistory](#).

(1) Change classification from C-3 to C-2 to match current and historical course type and enrollment. The current classification (C-3, class size 30) is for "Lecture - Composition / 2231Counseling / Case Study)". For over a decade, this course has been taught as a lecture discussion with a 40+ class size, which corresponds with C-2 both in content/approach and class size.

(2) Minor update to course description to better match course content as it has been taught for over a decade.

(3) Add instructional modes. In addition face-to-face, add hybrid and online as options, given that this course is taught in various modes.

[ANTH - 302 - 23-2289 - Course Change - Anthropology of Religion](#).

(1) Change classification from C-5 to C-2 to match current and historical course type and enrollment. The current classification (C-5, class size 20) is for seminars. For over a decade, this course has been taught as a lecture discussion with a 40+ class size, which corresponds with C-2 both in content/approach and class size.

(2) Minor update to course description to remove problematic language and better match course content as it has been taught for over a decade.

(3) Add instructional modes. In addition face-to-face, add hybrid and online as options, given that this course is taught in various modes.

[ANTH - 499 - 23-2252 - Course Change - Independent Study](#).

1. Add Instruction Modes: "Hybrid" and "Online".

2. Grade Mode change: "Optional Grade Basis" to "Mandatory CR/NC".
3. Minor Description change: "Selected topics for advanced students." to "Selected topics based on student interests and goals within the realm of anthropology."

ANTH - 699 - 23-2254 - Course Change - Independent Study.

1. Add Instruction Modes: "Hybrid" and "Online".
2. Grade Mode change: "Optional Grade Basis" to "Mandatory CR/NC".
3. Add Instructor Consent Required.
4. Add Students Can Enroll in Multiple Sections.
5. Minor Description change: "Directed study of selected problems, issues, and theoretical/ analytical concerns." to "Selected topics based on student interests and goals within the realm of anthropology."

ART - 356 - 23-2291 - Course Change - Museum and Gallery Practices. Changed the "recommended preparation" in the course description from ART 301 to ART 305. This is to reflect the update to the course number that has already happened for the corresponding course.

Native American Studies, B.A. - Change Core Requirements - 23-2301. Add NAS 400 Decolonizing Public Health to "Electives/Optional Emphasis (6-7 Units)" under "Society and Culture".

PSYC - 636 - 23-2280 - Course Change - Sexuality Counseling. We are requesting that the course be changed from Optional Grade to Mandatory CR/CR. The course has always been taught as CR/CR. Changing the grading designation brings the course description closer in alignment to how the course is currently being taught.

PSYC - 640 - 23-2279 - Course Change - Aging and Long-Term Care. We are requesting that the course be changed from Optional Grade to Mandatory CR/CR. The course has always been taught as CR/CR. Changing the grading designation brings the course description closer in alignment to how the course is currently being taught.

PSYC - 662 - 23-2282 - Course Change - Practicum Preparation. We are requesting that the course be changed from Optional Grade to Mandatory CR/CR. The course has always been taught as CR/CR. Changing the grading designation brings the course description closer in alignment to how the course is currently being taught.

PSYC - 673 - 23-2278 - Course Change - Mental Health Addiction and Recovery. We are requesting that the course be changed from Optional Grade to Mandatory CR/CR. The course has always been taught as CR/CR. Changing the grading designation brings the course description closer in alignment to how the course is currently being taught.

PSYC - 682 - 23-2277 - Course Change - Fieldwork. Change from optional grade to mandatory CR/NC. This course has only been taught as CR/NC. Changing the designation to mandatory CR/NC will better reflect how the course is taught.

PSYC - 691 - 23-2281 - Course Change - Comprehensive Exam for Counselors. We are requesting that the course be changed from Optional Grade to Mandatory CR/CR. The course has always been taught as CR/CR. Changing the grading designation brings the course description closer in alignment to how the course is currently being taught.

Voting Action Calendar

Anthropology Changes

Anthropology, B.S. (Core) - Change Core Requirements - 22-1957. (1) change the title of the "Applied Leadership Experience" section to "Applications" section. Previously, in this section, students chose either ANTH 482 Internship (2 units) or ANTH 483 Anthropology Teaching & Leadership (2 units). We are reducing ANTH 482 to 1 unit (separate proposal), removing ANTH 483 (course being suspended), and adding ANTH 485 Senior Seminar (1 unit - rotating topics). So, now students will take one 1-unit course in this section, either 482 or 485. This change also removes 1 unit from the major, partially offsetting the addition of an NAS section.

(2) add a Native American Studies (NAS) section to the core to ensure that anthropology majors gain critical perspectives and to promote collaboration and respectful engagements between anthropologists and tribal communities. Options in the section include a GEAR (institutions) course, ANTH 200 - there was not previously an institutions double-count option in the ANTH major, and as this changes does not increase the minimum units in the degree nor affect compliance with Associate Degrees for Transfer that are designated as similar to the program. We are also adding more NAS options as concentration outside electives (separate proposals).

(3) add a fifth "Cross-Disciplinary Anthropology" concentration (separate proposal) to support students whose interests and goals are not specific to one concentration, who are undecided on a concentration, or who wish to obtain a broad anthropological background.

Anthropology - Cross-Disciplinary Anthropology - 22-1958 - New Concentration. The proposed Cross-Disciplinary Anthropology concentration will support students whose interests and goals are not specific to one concentration, who are undecided on a concentration, or who wish to obtain a broad anthropological background to prepare for multiple career trajectories. Most students enter college without familiarity with Anthropology, so having the cross-disciplinary concentration will also allow students to explore the major freely without committing to a subdiscipline-specific concentration at the onset.

Anthropology, Archaeology Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1959. We propose to adjust NAS courses that are part of the archaeology concentration outside electives. We are adding an NAS section to the core (separate proposal). Two courses (NAS 107 and 200) that were previously concentration electives are moving to the core. We are adding NAS 304, 308, and 331 as concentration electives (3 units each). These courses were chosen as appropriate to the concentration upon careful consideration and consultation with NAS.

- REMOVE (move to core): NAS 107 - Introduction to California Indian Peoples and Places Units: 3
- REMOVE (move to core): NNAS 200 - Indigenous People in US History Units: 3
- We also propose to add a newly proposed course, ANTH 314 Wicked Problems of the Anthropocene" to the sociocultural breadth options. This has been taught previously as a special topics course.

[Anthropology, Biological Anthropology Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1960](#). We propose to add NAS courses as concentration outside electives as part of a larger program change that involves adding an NAS core section (separate proposal) and increasing NAS elective options in the degree. These courses were chosen as appropriate to the concentration upon careful consideration and consultation with NAS.

- NAS 308 - Indigenous Ethnobotany Units: 3
- NAS 332 - Environmental Justice Units: 3
- NAS 374 - Native American Health. Units: 3

We also propose to add a newly proposed course, ANTH 314 Wicked Problems of the Anthropocene" to the sociocultural breadth options. This has been taught previously as a special topics course.

[Anthropology, Linguistic Anthropology Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1961](#). We are slightly reorganizing the linguistics concentration courses. We are removing ANTH 390 as one of the required linguistic anthropology courses, and we created a new section "Cultural Area" to which we are adding ANTH 390 and several other options. This change will give students more flexibility while also decreasing the total units in the concentration from 25 to 24.

Cultural Area Electives Complete at least 1 unit from the following. NAS 306 may count here if not used in the core.

- ANTH 390 - World Regions Cultural Seminar Units: 4
- FREN 300 - African Storytelling Units: 3-4
- INTL 220 - Cultural Studies Units: 3
- INTL 387 - International Education Colloquium Units: 1
- SPAN 305 - Hispanic Civilization: Regional Studies Units: 3
- SPAN 401 - Hispanic Civilization: Spain Units: 4

We also propose to add NAS 301 W, Native American Literature, to the list of outside electives. This is part of a larger program change that involves adding an NAS core section (separate proposal) and increasing NAS elective options in the degree. These courses were chosen as appropriate to the concentration upon careful consideration and consultation with NAS.

We also propose to add a newly proposed course, ANTH 314 Wicked Problems of the Anthropocene" to the sociocultural breadth options. This has been taught previously as a special topics course.

CDC was concerned about having only 1-unit course in the Cultural Area. We have discussed this with ANTH, and have agreed that their proposal is okay without changes to the Cultural Area section.

[Anthropology, Sociocultural Anthropology Concentration, B.S. - Change Concentration/Emphasis Requirements - 22-1962](#). We propose to adjust NAS courses that are part of the sociocultural anthropology concentration outside electives. We are adding an NAS section to the core (separate proposal). Once course (NAS 306) that was previously concentration electives is moving to the core. We are adding NAS 307, 332, and 400 as concentration electives. These courses were chosen as appropriate to the concentration upon careful consideration and consultation with NAS.

- REMOVE (move to core): NAS 306 - Indigenous Peoples of the Americas Units: 3
- ADD: NAS 307 - Nature and Issues of Genocide Units: 3
- ADD: NAS 332 - Environmental Justice Units: 3
- ADD: NAS 400 - Decolonizing Public Health. Units: 3

We also propose to add a newly proposed course, ANTH 314 Wicked Problems of the Anthropocene" sociocultural concentration option. This has been taught previously as a special topics course.

[ANTH - 314 - 22-2126 - New Course - Wicked Problems of the Anthropocene](#). This course will build upon and expand the offerings in our department, especially with regards to cultural anthropology courses. This course addition will meet more of the needs of our diverse student body, especially those with interests in environmental topics, public health, ethnographic methods, and applied anthropology. Course is also aligned with the new Anthropology B.S. degree and will satisfy concentration in cultural anthropology.

[ANTH - 482 - 22-1956 - Course Change - Anthropology Internship](#). The department proposes three changes: (1) Reduce student units from 2 units to 1 unit to remove busy work and facilitate student success. (2) Change the course to mandatory credit/no credit to better reflect the realities of evaluating the work. (3) Allow the course to be repeatable for up to 3 units, to facilitate students counting internships towards their degree. (4) Allow students to enroll in multiple sections.

[ANTH - 483 - 22-1998 - Course Suspension - Anthropology Teaching and Leadership](#). We are suspending this course because we are redesigning the section of the major to which this course pertains. Previously, students engaging in teaching/leadership internships would enroll in this course (ANTH 483), whereas students engaging in other internships would enroll in ANTH 482. We propose a change such that students in any type of internship enroll in ANTH 482.

Dance Changes

[Dance - Bachelor of Arts - 22-2117 - Concentration Elevation](#). Elevation of Dance concentration under the Interdisciplinary Studies BA to a stand-alone Dance BA. Insignificant change to the program to suspend TA 494 and add new course DANC 477W (cross-listed with MUS and TA).

[DANC - 477W - 22-2113 - New Course - Career Skills for Performing Artists](#). This course will be a cross-listed course (with Music and Theatre) that combines the existing DANC/TA Senior Seminar and the existing Music Career Skills classes into one GWAR-focussed course. None of our programs currently have sufficient enrollment to support stand-alone courses, but we believe the content is essential for students.

Religious Studies Changes

[Religious Studies - Change Core Requirements - 20-1161](#).

Our proposed, new structure will increase student choice, enhance interdisciplinary collaborations, and reflect the state of the field in the 21st century, and correct some glaring programmatic inconsistencies (between, especially, the catalog and what is actually offered).

The newly structured major will still require 33 units. Of those, 6 units must be completed at the 100-level (the department offers 3 100-level courses; students must choose 2).

Of the 27 units remaining, 3 must be completed through RS 394 experiential workshops. These workshops embed students within the community, for hands-on, applied opportunities for learning. They are at the center of what RS does, and (despite COVID) they remain strong, 35 years after they were first offered. They're a real highlight of the program. Increasing the required number to 3 puts no pressure on students, and it is the department's most directly high-impact method for achieving our PLOs.

Of the 24 units remaining, students may choose any courses they like from the RS catalog.

Proposed RS Major Requirements: 6 intro units + 3 experiential workshop units + 24 UD major untis. That's the new major.

Proposed RS Minor Requirements: 6 intro units + 3 experiential workshop units + 9 UD major units. That's the new minor.

[Religious Studies Minor - Change Minor Requirements - 23-2218](#). Revise minor curriculum to:

Take 2 of the following 3 courses: RS 101: Peace & Justice Studies, RS 104: Asian Religions, or RS 105: World Religions

Take 3, 1-unit RS 394 Experiential Workshops.

Choose an additional 3 courses from the following list:

- AHSS 201: Creation, Evolution, and the Robot Apocalypse
- NAS 302W: Oral Literature & Oral Tradition
- RS 300W: Living Myths of War & Peace
- RS 301: Religion in America
- RS 302W: Cults, Clubs, and New Religious Movements
- RS 304: Cultural & Religious Heritage of Africa
- RS 305W: Yoga - Spiritual Practice & Applied Health
- RS 306: Gods and Kings
- RS 332: Intro to Islam
- RS 341: Spiritual Traditions of India
- RS 361: Environment and Religion
- RS 391: Religion in Tradition, Special Topics
- RS 392: Sacred Literature, Special Topics
- RS 393: Religion in Myth, Culture, and Experience, Special Topics

RS - 101 - 23-2215 - New Course - Peace and Justice Studies. Cross-listed course. GE A3. This course proposal has been under construction for over two years. introduction to the (currently proposed) minor in Peace & Justice Studies; introductory course to the RS major; develops collaboration between RS and CRGS, on topics central to both disciplines.

RS - 120 - 21-1409 - Course Suspension - Exploring Religion. The Religious Studies Department would like to suspend RS 120 (Exploring Religion, 3 units) from the lower division core for the RS major and minor and replace it with a new course, RS 220S (Religion, Resistance, and Reconciliation, 3 units), as part of a curriculum update. The new course RS 220S will also be an elective in the newly proposed Peace and Justice Studies Minor.

RS - 321 - 23-2231 - Course Suspension - Sacred Texts: New Testament. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 322 - 23-2219 - Course Suspension - Sacred Texts: Buddhist Texts. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 323 - 23-2220 - Course Suspension - Sacred Texts: Hindu Texts. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 330 - 23-2221 - Course Suspension - Introduction to Judaism. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 331 - 23-2222 - Course Suspension - Introduction to Christianity. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 340 - 23-2223 - Course Suspension - Zen, Dharma and Tao. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 342 - 23-2224 - Course Suspension - Buddhism in India and Tibet. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 345 - 23-2225 - Course Suspension - T'ai Chi Ch'üan (Taijiquan). suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 351 - 23-2226 - Course Suspension - Shamanism and Prophecy. suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

RS - 392 - 23-2233 - Course Reactivation - Sacred Literature: Special Topics. Reactivate this course, to meet curricular needs as defined by program redesign.

RS - 395 - 23-2229 - Course Suspension - Senior Seminar. Suspend this course. This change is part of a larger bucket of proposals, through which the RS Department is working to update its curriculum, and to clean up its catalog.

Theatre Arts Changes

Theatre Arts, B.A. - Change Core Requirements - 22-2112. Replace TA 494: Senior Seminar (2) with DANC/MUS/TA 477W: Career Skills for Performing Artists (3). This will add 1 unit to the Theatre degree, and enable students to meet the GWAR requirement with a major course. Once we begin offering DANC/MUS/TA 477W, we will make DARS substitutions to accept this course in lieu of TA 494 for students who need that class.

TA - 477W - 22-2111 - New Course - Career Skills for Performing Artists. This course will be a cross-listed course (with Dance and Theatre) that combines the existing DANC/TA Senior Seminar and the existing Music Career Skills classes into one GWAR-focussed course. None of our programs currently have sufficient enrollment to support stand-alone courses, but we believe the content is essential for students.

TA - 494 - 22-2110 - Course Suspension - Senior Seminar. Suspend TA 494: Senior seminar (2). It will be replaced by DANC/MUS/TA 477W: Career Skills for Performing Artists (3). Increases TA BA degree by 1 unit.