

Tuesday, September 22, 2020, 9:00am, Zoom

Chair Lisa Tremain called the meeting to order at 9:05am on Tuesday, October 6, 2020, via Zoom Meeting ID: 99723322775; a quorum was present.

Members Present

Ramesh Adhikari, Jill Anderson, Taylor Bloedon, Matthew Derrick, Carl Hansen, Lucy Kerhoulas, Heather Madar, Steve Martin, Cindy Moyer, Mary Oling-Sisay, Clint Rebik, Cutcha Risling-Baldy, Maxwell Schnurer, Jenni Robinson, Lisa Tremain (Interim Chair), Mark Wicklund, Shawna Young, Rick Zechman

GEAR Chair: Jill Anderson

APC Chair: Maxwell Schnurer

Student Representative: Malluli Cuellar

Administrative Coordinator: Mary Watson

Curriculum Coordinator: Bella Gray

Subcommittees Reports

GEAR: GEAR Subcommittee Chair Anderson reported that the Student Learning Outcomes continue to move forward, and when the committee receives the ethnic studies EO it'll be incorporated; she reported that certification of GEAR processes is also being examined. This means a potential recertification of certain programs.

CDC – CDC Subcommittee Chair Kerhoulas reported the committee continues shepherding the program proposals and reported on behalf of the committee, they are having a bit of a hard time grappling with the GE proposals coming their way regarding how to field them. She noted that the committee feels GE related proposals that have been in the pipes for a long time ought to move through the system, but there should also be some communication about holding off on those as more information is given. She reported the committee is proposing moving ahead on GE proposals in consult with the GEAR committee, as long as they aren't about area D or DCG proposals, contingent on clear communication to departments that those shouldn't be forwarded.

Vice Provost Oling-Sisay reported to the extent that Area E proposals are coming forward, they should be let through but in consult with the GEAR Committee so that anything that is proposed and approved is in alignment with new GEAR PLOs. She also reported a message about the pause was sent before COVID-19, with the note that we will probably need to recertify all GEAR proposals after everything is finished, so that folks aren't surprised. Chair Tremain encouraged

Professor Howe reported Psychology had proposed an Upper Division Area E class be switched to Area D, since it counts for many students' majors, and encouraged communication with departments if it is the case that no GE courses are going to be considered for Area D.

Assistant Registrar Robinson and Professor Moyer agreed that clarity about this is needed, since the “curriculum chill” began in Spring 2018, but it’s beginning to feel more like an ice age, so clarity is appreciated.

APC – APC Chair Schnurer reported the APC have been holding productive subcommittee meetings regarding the Disruptive Students Behavior Policy, noting the Dean of Students meeting went well. He explained the tension between helping faculty of color feel safe in class and community, and the need to take steps to eliminate the school to prison pipeline, has made it so that writing policy around that is tough. He concluded, noting they are working from a few great models, but as this is one of the more difficult points on campus—this is going to require small policy changes and cultural changes on campus.

AMP – AMP Chair Tremain reported the subcommittee is working on conversing about the lack of distinction between minors, concentrations, and certificates; she noted that some minor and concentration changes are sitting in the queue, but existing policies are unclear. For example, a minor in one department may look like a certificate in another one. She explained AMP doesn’t have answers yet, but discussion has begun. Chair Tremain continued, reporting that AMP serves as a working group as part of the strategic planning process, which is something like a quickly moving gigantic ship, she reported AMP has been collecting data from the google form, which so far has 223 responses, 47% of which are students, and the remaining 53% is well distributed across faculty, staff, and alumni. She concluded encouraging folks to share the AMP form through the end of the week, and assured the committee that she and student representative Zane Eddy will be performing a quick analysis of the answers.

Approval of Minutes of the September 22, 2020 Meeting

Minutes of the September 22, 2020 meeting were approved via general consent.

Department of Mathematics: B4 GE & Implementation of EO 1110

Vice Provost Oling-Sisay explained this is related to EO 1110 implementation, and will allow HSU to show progress on our quantitative reasoning.

Assoc. Director Wicklund noted the committee last year had a fairly robust conversation when the Sociology program proposed a B4 course, about whether HSU was ready to allow courses to designate as B4, or whether the Math department had that purview. He explained he feels that, if nothing else, this presentation will inform ICC, if the committee is once again asked whether a program outside of Math should be given the status to teach a B4 course

Dr Bori Mazzag and Dr. Sonja Manor gave the attached presentation.

Consent Calendar:

Registrar Rebik requested clarification on the proposed item Geology 334, specifically whether

the co-requisite of 435 was to 334 or if the co-requisite was to 335.

Curriculum Coordinator Gray explained the CDC was equally confused and communicated a lot with the department, which clarified that the course numbering proposal was driven by what makes the students most successful in the course, and the alternative was to ask the Department to renumber 335, which is becoming the prerequisite to 334, but that could potentially put everything else out of whack.

Registrar Rebik asked whether an updated MAP was submitted along with the proposal, to which Coordinator Gray negated. Vice Provost Oling-Sisay noted she will send out a message to everybody that when they turn in proposals, they need to include a MAP. It was agreed that the following course proposal will be sent back to the department for inclusion of the MAP:

[GEOL 334 - 20-827](#). Geology department would like to add GEOL 335 (Geologic Field Methods I) as a prerequisite for GEOL 334 and add GEOL 435 (Geologic Field Methods II) as a co-requisite in order to improve student learning in the course. None of the courses are bottlenecks.

The following consent calendar items were approved via general consent and will be forwarded to the University Senate for approval at its meeting on October 13, 2020:

[ANTH 329 - 19-892](#) Previous title and description: "Selected Topics in Social Anthropology (4). [Check with department for topics and prereqs. Rep.]" Revised title allows the course to align with existing HSU Special Topics Course policy ([VPAA 10-05](#)) - this is not a special topics course, but rather an ongoing variable topics course that is part of the major. Course description change to reflect historic and planned offerings, in line with the practice for other ANTH selected topics courses (339, 359). Unit change from 4 to 1-4. Variable units will allow greater flexibility in scheduling and content.

New title and description: "Selected Topics in Social Anthropology. (1-4) Seminars provide fresh anthropological perspectives on topics such as activism, art, community, environment, film, food, folklore, health, media, medicine, migration, politics. [Rep.]"

[ART 337 - 20-933](#). Change repeatable designation from Rep once to Rep to match repeatability designation of the majority of upper-division studio art classes. Upper-division studio art classes are designed to be repeatable to allow students to build proficiency in a specific studio art medium and to build their artistic portfolios. This change does not have any effect on students' progress to graduation or an impact on resources.

[ART 494 - 20-932](#). Change grade mode from CR/NC to optional grade basis. This is a new class and was created CR/NC in error. This class is the capstone class for the BFA degree and a letter grade expectation is needed for external accreditation purposes. Students need to be able to take it for a letter grade for graduate school applications.

[BA - 452 - 19-561](#). Business department would like to remove BA 450 as the pre-requisite from this course and replace it with BA 252.

[BA 482 - 19-545](#). Business Department is requesting to remove ECON major as a prereq to take this course. Course will remain restricted to BA majors (seniors), due to internship funding source restrictions. This "cleanup" formalizes the department practice. ECON department chair has been consulted and approved this change (email chain attached to the proposal in Curriculog).

[Educational Leadership - Change Core Requirements - 20-896](#). Due to the changes to the California Commission on Teacher Credentialing fieldwork requirement for the Preliminary Administrative Credential program, candidates must be on their sites (elementary or secondary) to complete their cycle requirements. This will require candidates to take 3 units of fieldwork each semester (total of 6 units) in their pathway of elementary or secondary fieldwork rather than having a choice of setting each semester. The following bolded language will be added to the existing catalog program description:

- "EDL 694 (3) Elementary School Administration Fieldwork (3 unit course taken in fall and spring for a total of 6 units) OR
- EDL 695 (3) Secondary School Administration Fieldwork (3 unit course taken in fall and spring for a total of 6 units)"

Related to the above: [EDL - 694 - 20-893](#). Course description change from: "Supervised performance of administrative tasks in an elementary school to meet requirements for preliminary administrative service credential" to "This is a course required to learn and develop skills to become a school administrator. The fieldwork hours supply candidates with practical, actual experience in the elementary setting. [Rep]". Course has been repeatable, but repeatability is now going to be restricted to 2 completions/6 units total (all that is needed for the program).

Related to the above: [EDL - 695 - 20-895](#). Course description change from: "Supervised performance of administrative tasks in a secondary school to meet requirements for preliminary administrative services credential." to "This is a course required to learn and develop skills to become a school administrator. The fieldwork hours supply candidates with practical, actual experience in the secondary setting. [Rep]". Course has been repeatable, but repeatability is now going to be restricted to 2 completions/6 units total (all that is needed for the program).

Information: Sense of the Senate Resolution to University Senate re: Support for CSU Council for Ethnic Studies Response to CSU Implementation of AB 1460

Chair Tremain reported the attached draft Sense of the Senate Resolution will be submitted to the Senate Executive Committee this afternoon, for approval to appear at Senate.

Professor Risling-Baldy contextualized the CSU Ethnic Studies Council (CSUESC) came out with a letter which outlined how they were not consulted with by the Chancellor's Office (CO) before the Chancellor released the FAQ document as a way of guiding the implementation of the law; they were told that they were going to have a "meet and greet" with the CO, which was deemed "the consultation meeting". The CSUESC is pushing back against this idea of what final consultation looks like; to this end, the CSUESC working group drafted their own response to the

Student Learning Outcomes and Document for Implementation. She explained this response is what the steering committee is trying to get into the hands of the Chancellor to say, "these are our recommendations, and if consultation is needed, then this is what it should look like." She concluded that the resolution is meant to join other campuses in showing support to at least have the Chancellor look at this recommendations document that came from the CSUESC as part of his consultation process.

Assoc. Dir. Wicklund requested clarification on whether the CSUESC was involved in creating and approving the competencies, or if they are hoping to rewrite those as well.

Professor Risling-Baldy explained she imagines the working group would say both, as the competencies were presented as having been approved by the steering committee, but the steering committee was, in fact, clear with the CO that the competencies were supposed to be reviewed again before they were finalized. What transpired was a very quick timeline at the beginning of the year, in the wake of mixed messages about how to finalize the core competencies, such that the CSUESC was unable to review them before they were ultimately approved by the ASCSU

Topic: COVID Grading discussion:

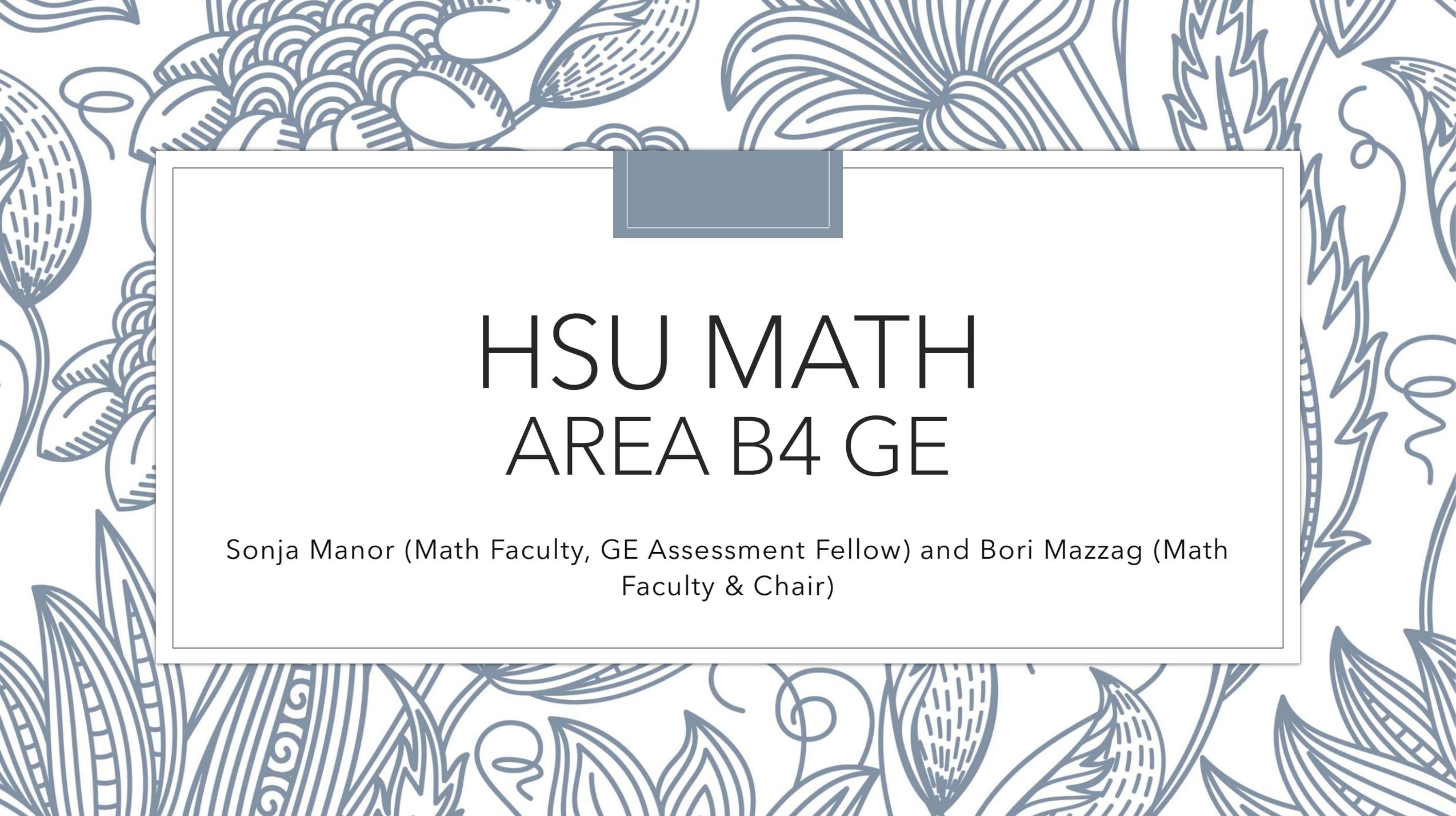
Vice Provost Oling-Sisay explained that last Spring, the ICC looked at courses which have an optional mode for Credit/No Credit (C/NC) versus a letter grade, and gave flexibility to students. She noted and during normal times, students are limited to one course non-major course which they can designate as C/NC; in general, students have a maximum of 24 units in optional credit no credit that can count towards their 120 credits required for the degree. We're getting requests certainly between myself and Clint. We're getting requests that we go back to the no limit for this term again for all non-major courses, and that they can be changed through Friday, December 11, 2020. She noted this is not a Title 5 question, but rather a local campus decision.

She continued, noting the next point is a bit more contentious, as it is asking that this flexibility be extended to normal grading for major coursework, even though doing so would present some challenges for programs, particularly those programs with specialty accreditation, but it also impacts students who want to go to graduate school.

Registrar Rebik clarified that this is not asking to change the existing grade mode of any course, it is simply for those that are already in an optional grade mode to then do the things that Mary indicated, so we would simply be allowing students who changed to C/NC for those to fall into the major which normally it would not. He noted that the idea to allow changing current letter grade only courses to allow for optional C/NC is not on the table at all.

Meeting adjourned at 11:00am

Next meetings: Tues, Oct 13 (Sub-committees); Tues, Oct 20 (Full ICC)



HSU MATH AREA B4 GE

Sonja Manor (Math Faculty, GE Assessment Fellow) and Bori Mazzag (Math Faculty & Chair)

Overview of GE Math

- Service to a large & diverse population of students (~2,000/semester) with different areas of academic interest and a range of preparations
- Substantial redesign efforts to improve student course level and learning outcomes, starting with a co-requisite pilot funded by HSI-STEM grant in 2017-18 (prior to EO 1110)
- Extensive collaboration with academic departments, Learning Center, HSI-STEM grant, ACAC, the Registrars' Office and the to improve student experience
- Success in shortening the path through completion of B4 courses / graduation and higher success rates through GE curriculum
- Engagement/investment in assessment of our GE program
- We've adapted our approaches several times to respond to both opportunities (GI 2025) and challenges (COVID-19)

Math GE course offerings

- We offer 13 distinct Area B4 GE courses to different audiences
- Major curricular redesign in response to EO 1110 (curriculum development in 2017-18, first implementation in Fall 2018)

STEM

Math 101i/1***
Math 101**
Math 101T**
Math 102**
Math 105*
Stat 109*
Math 109*

Arts and Humanities

Math 103i/3 ***
Math 103

Business

Math 104i/4***
Math 104

Social Sciences

Stat 108i/8***
Stat 108

* Courses with prerequisites

** GE B4 after redesign

*** New courses after redesign

Curricular impact of EO 1110

- **Historically**, remedial students took **up to two semesters of remedial courses** prior to baccalaureate coursework. **In STEM**, it could take **up to 4 semesters of coursework before taking GE course**
- Costly model with low success rate
- **Post EO-1110: all incoming students enroll in GE-level coursework appropriate for chosen major** or field of interest in first year
- **Placement** is determined based on a combination of standardized scores, high school coursework and GPA -> "Multiple Measures Placement"

Math placement

- All students are assigned a “placement category” (1-4) in Math and English based on a “Multiple Measures Placement (MMP)” mechanism
 - Cat 1: “Done with GE”
 - Cat 2: “GE ready” (Total Cat 1 + Cat 2 in Math ~650-700 incoming students)
 - Cat 3: “GE Ready with support” (~270 students)
 - Cat 4: “GE Ready with support, Early Start required” (~220 students)
- **Categories 3 and 4**, take a co-requisite GE math class with built-in support.
- The **supported/co-requisite courses** meet 5 days a week. They are 4 units, (3 bacc + 1 pre-bacc units), small class size, include collaborative activities & student interaction; mandatory faculty professional development
- Campus-specific placement opportunity to “move up” (ES, DSP, ALEKS)

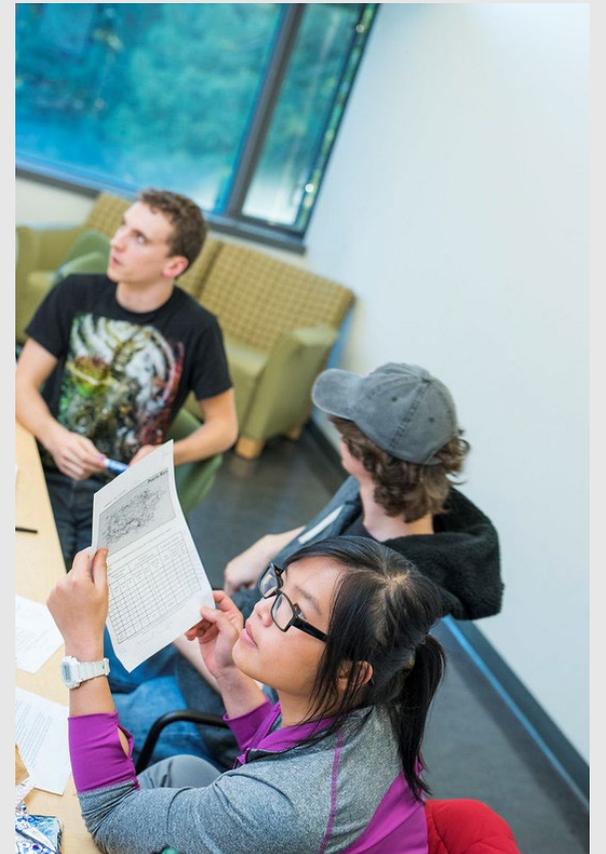
Learning Center partnership & student support

- Drop-in math tutoring in the Library
- SI sessions for a number of courses
- Embedded tutoring (GI 2025 funding) to increase scope of student access to resources
- Current model: ('20-'21)
 - Embedded tutor
 - Embedded SI leader (co-req courses)
 - “Connected tutors”
- CSU-wide discussion of effective models

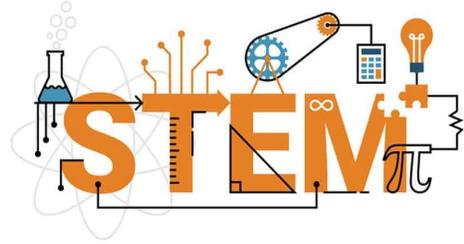


Professional Development

- Each instructor teaching a co-requisite course participates in 1 hour of professional development a week
- Professional development is facilitated by Math faculty
- Opportunity for instructor collaboration
- Focus on
 - Inclusive pedagogy
 - Best practices
 - Activity development
- ESCALA training opportunities for Math faculty



Multiple Pathways



Math 101i/1
College Algebra w/
Integrated support
(Cat 3 & 4)

Math 101
College Algebra
(Cat 2 & 3)

Math 102
Algebra & Elementary
Functions
(Cat 2)



**Arts and
Humanities**

A graphic logo for Arts and Humanities. The text 'Arts and Humanities' is written in white, bold letters. The background is a colorful, abstract pattern of geometric shapes in shades of red, orange, yellow, and green. A large, black treble clef is prominent on the left side.

Math 103i/3
Mathematics as a
Liberal Art with
Integrated Support

(Cat 3 & 4)

Math 103

Mathematics as a
Liberal Art
(Cat 2 & 3)

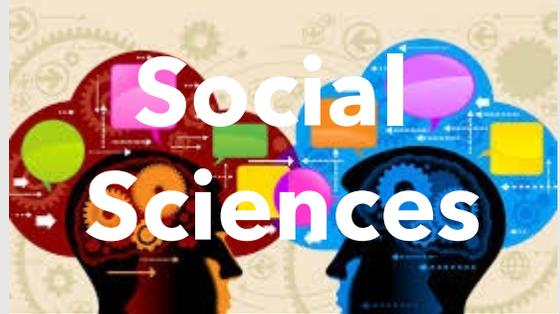


Business

A graphic logo for Business. The word 'Business' is written in purple, bold letters. The background is a light blue and green color scheme with icons of a globe, a stack of money, a clock, and a person.

Math 104i/4
Finite Math with
Integrated Support
(Cat 3 & 4)

Math 104
Finite Math
(Cat 4)



**Social
Sciences**

A graphic logo for Social Sciences. The text 'Social Sciences' is written in white, bold letters. The background is a colorful, abstract pattern of geometric shapes in shades of red, orange, yellow, and green. A large, black brain is prominent on the right side.

Stat 108i/8
Elementary Statistics
with Integrated
Support
(Cat 3 & 4)

Stat 108
Elementary Statistics
(Cat 2 & 3)

College Algebra-Math 101i,101,102

- Preparation for calculus and statistics.
- All students do application related to Place Based Learning communities.
- Mathematical modeling /data analysis
 - Klamath water quality experiments
 - pH worksheet and ocean acidification
 - CO₂ emission lab
 - Sea level rise in Humboldt Bay



Arts and Humanities – Math 103i/3 & 103

- Covers a wide variety of useful quantitative reasoning topics: spreadsheet use, financial math, voting theory, basic statistics, and mathematics in cultures worldwide
- Interest in collaborations to develop content for the course
- Sample question:

The IEA's analysis shows the world is not doing enough to combat climate change. Last year, energy-related CO₂ emissions rose by 1.7% to a historic high of 33 Gigatonnes. Despite a growth of 7% in renewables electricity generation, emissions from the power sector grew to record levels. (Note: 1 Gigatonne = 1,000,000,000 Metric tons)

Q What was the energy-related CO₂ emissions the year before?



Business – Math 104i/4 & 104

- Topics include use of MS Excel, fundamental concepts in probability and statistics, financial math, optimization, matrices, algebraic and geometric solutions to systems of linear equations, an introduction to sets.
- Collaboration with Business

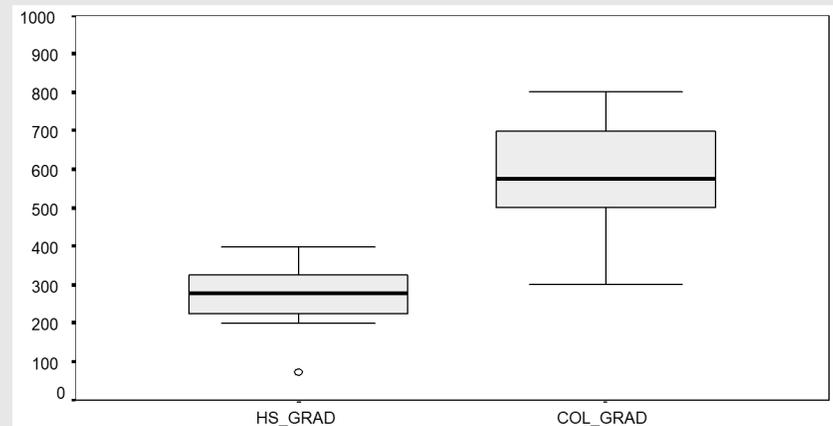


Sample exam question:

A humanitarian organization is planning for airlifts to aid victims of an earthquake. The organization has medical kits that will serve 6 people in make-shift hospitals, and water containers for 10 people who are in temporary shelters. Each medical kit measures 1 cubic foot and weighs 10 pounds. Each container of water is also 1 cubic foot and weighs 20 pounds. The plane can carry 80,000 pounds with a total volume of 6,000 cubic feet. How many of each should be sent to maximize the total number of people that are served?

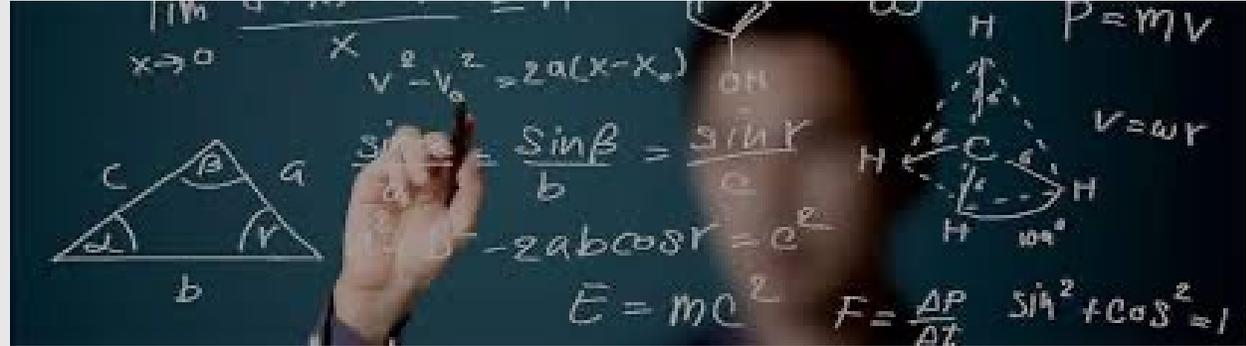
Social Sciences – Stat 108i/8 & 108

- Topics include: probability, relative frequency, descriptive statistics, sample design, graphing of data, distributions, hypothesis testing
- Interest in working with partner disciplines on new content
- Sample exam question: Boxplots for the average weekly salary of 100 high school graduates and 100 college graduates are shown below.



- a. What is (approximately) the median salary for college graduates?
- b. What is (approximately) the lowest salary for a high school graduate?
- c. Which group had the biggest range?

Curricular connections in other GE B4 courses



- Math 105 Calculus for the Bio Sci and Nat Res Majors: Some content connecting course materials to PBLC themes
- Stat 109 Introductory Biostatistics: Plan to develop PLBC-related content in Spring '21
- Math 101T Trigonometry and Math 109 Calculus I:
 - SUMMIT-P: national consortium of institutions committed to connecting introductory Math curriculum to partner disciplines
 - HSU math department formed a partnership with Physics and Engineering



Assessment Overview

Since Fall 2018, the HSU math department has been concerned with two types of intro-course assessments.

A) Assessment of the success of the E0-1110 course redesign (HSI STEM support):

1. Has the overall GE B4 completion rate improved?
2. Do the supported and regular courses achieve the same learning outcomes?
3. Is there an equity gap in the GE courses?
4. For students in the STEM pathway, what is the success rate in later courses, e.g. Calculus and Statistics?

B) GE learning outcome assessment: focus on quantitative reasoning (common final exam question; signature assignments)

GE Assessment

- During the 2018-19 AY, a university-wide effort was made to create GE assessment protocols
- Assessment of quantitative reasoning, written communication and critical thinking in intro Math courses
- In Fall 2019, the HSU Math Department implemented GE assessment using signature assignments in Math 101i/101, 102, 103, 104, and 105.
- Existing PBLC assignments were used in STEM - similar assignments were developed in other courses
- Integrated rubric was developed and implemented in Canvas.
- QR dimensions: calculation, representation of information, interpretation, reasonableness of results, conclusions

Lessons from GE assessment

Common final exam questions: (F'18, S'19)

- (+) Coordination between sections to identify key learning outcomes
- (-) Instructors scored their own exams - norming is needed
- (-) Exams can be stressful for students

Signature assignments: (F'19, S'20)

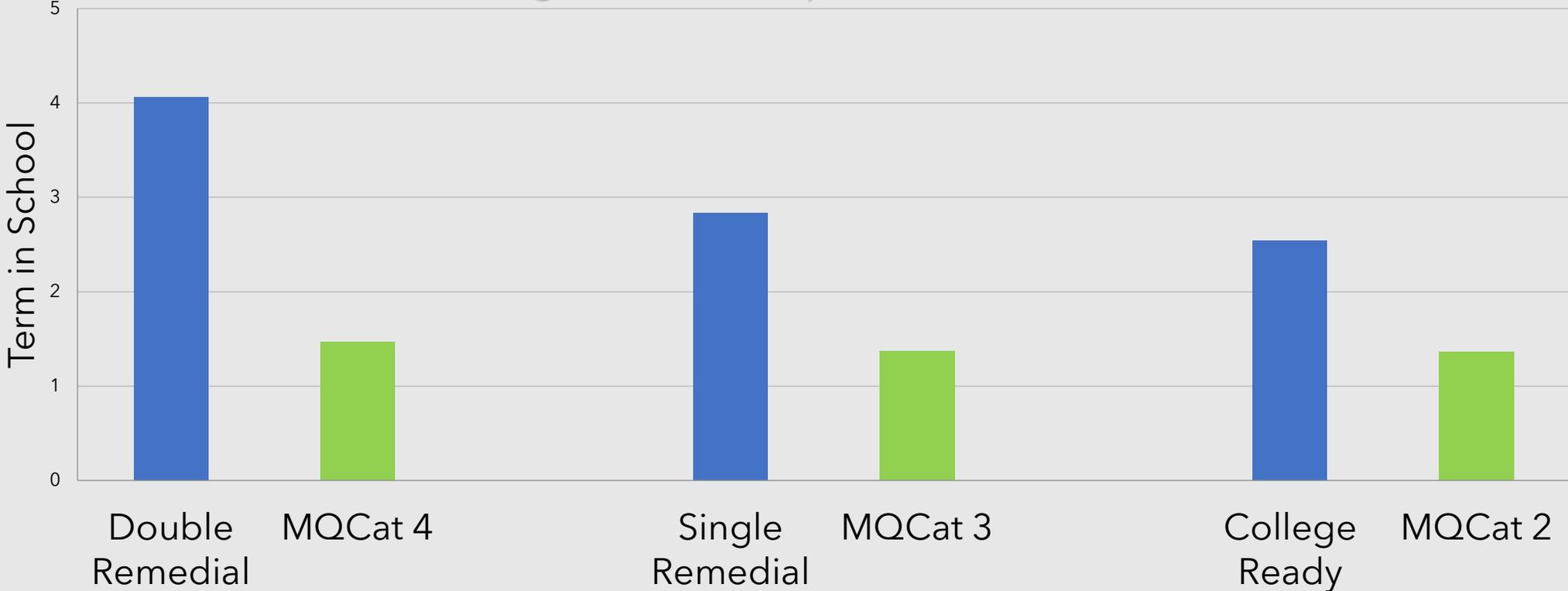
- (+) All grading done in Canvas - convenience of data collection using rubric (QR, WC, CT)
- (-) Variation in implementation: norming / training needed
- (-) Assignments too complex and difficult to grade

Moving forward: (possible pilot in S'21)

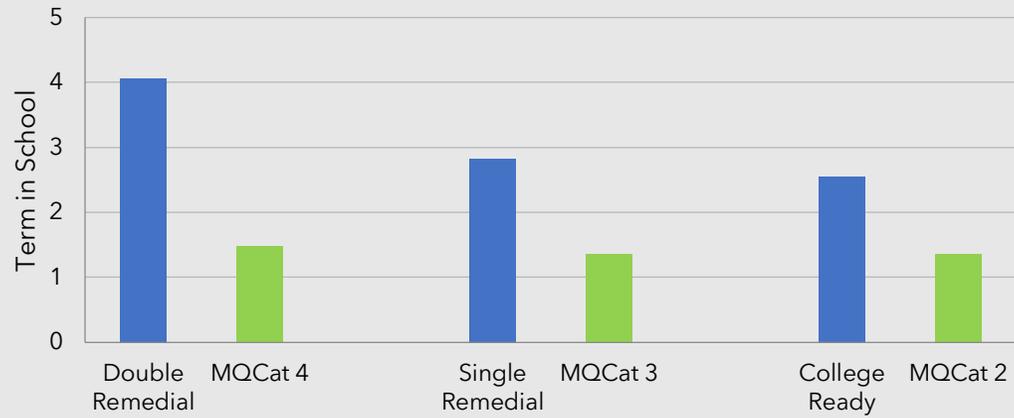
- Focus on QR assessment only in the future using a Canvas-based rubric, simplified/ refined assignments

GE course completion rates

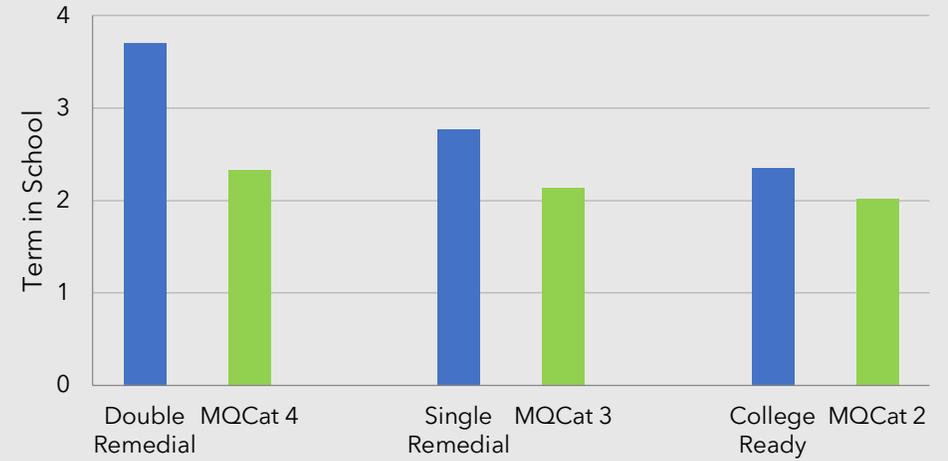
MATH 103 Avg Term Completed - **Arts/Humanities**



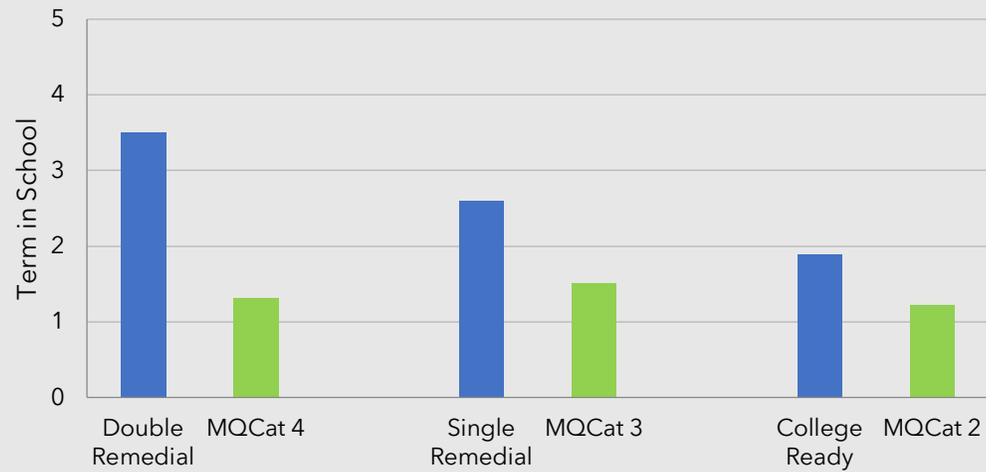
MATH 103 Avg Term Completed - **Arts/Humanities**



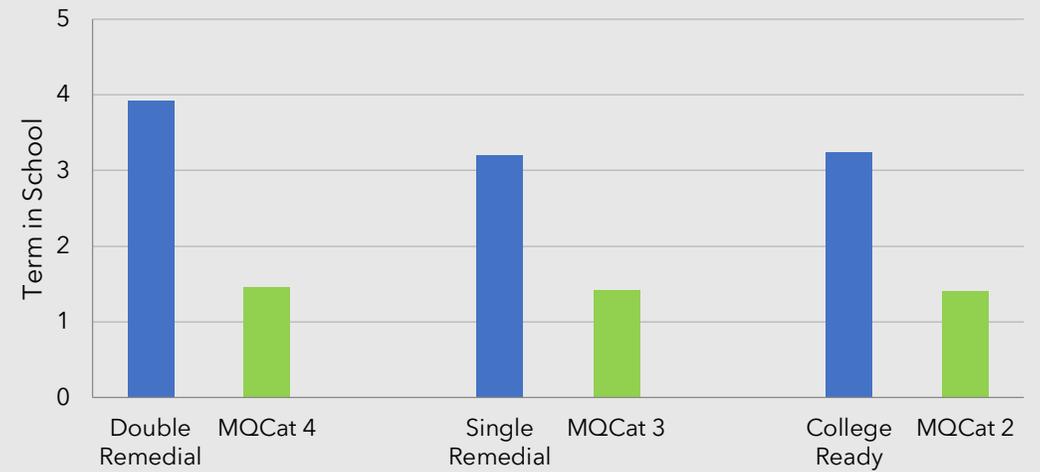
MATH 104 Avg Term Completed - **Business**



MATH 113 / 115 Avg Term Completed - **STEM**

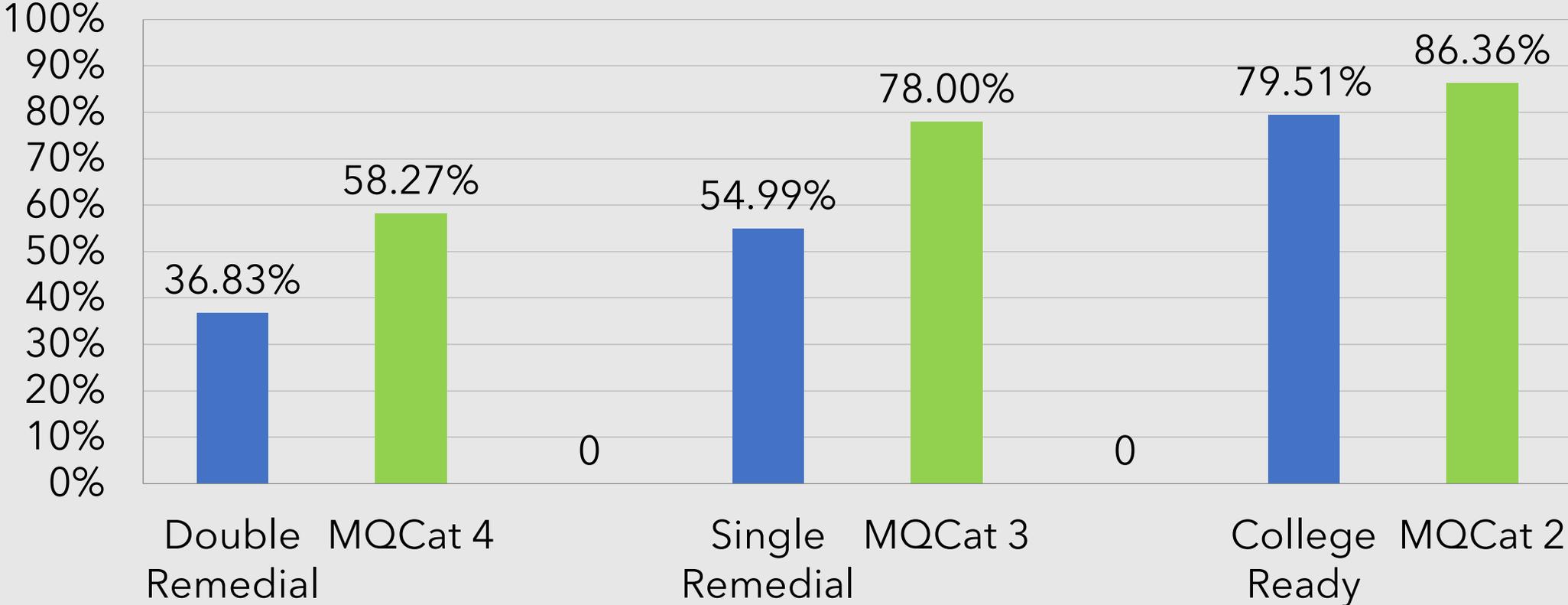


STAT 108 Avg Term Completed - **Social Sciences**

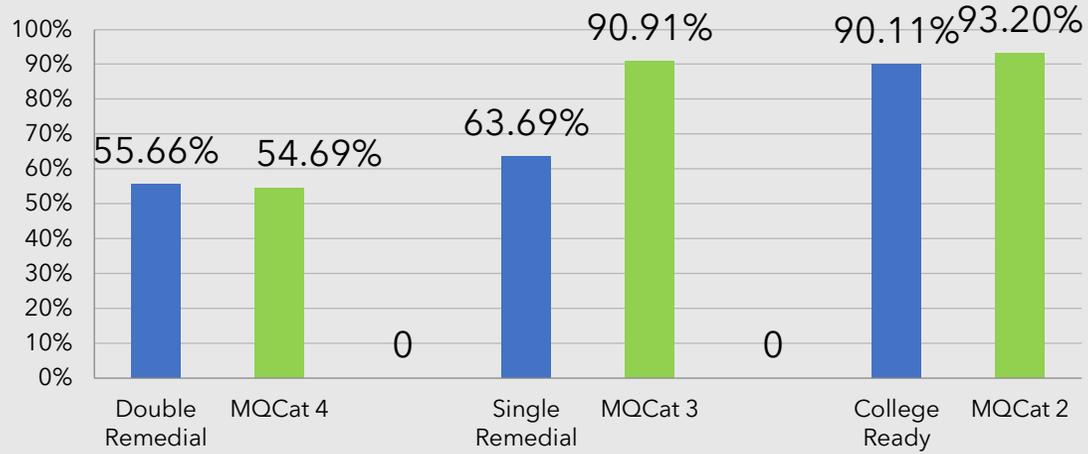


Course success rates

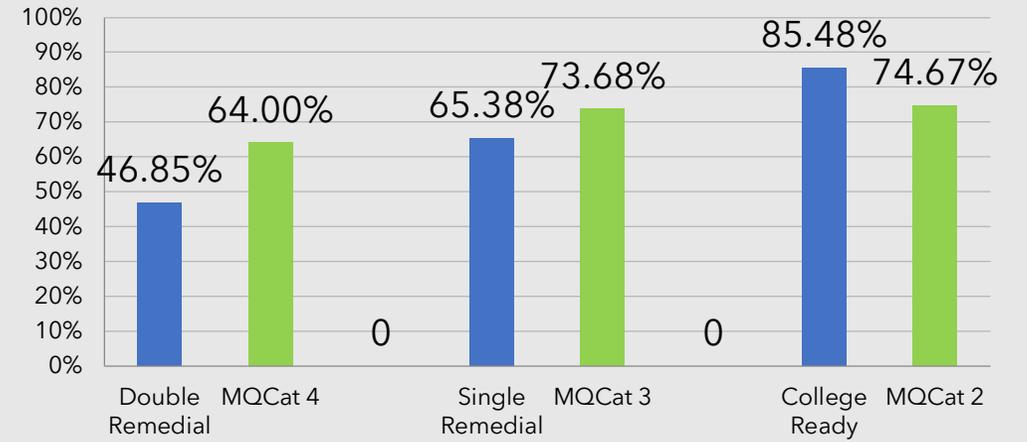
STAT 108 Pass Rate - **Social Sciences**
Based on First Attempt in Course



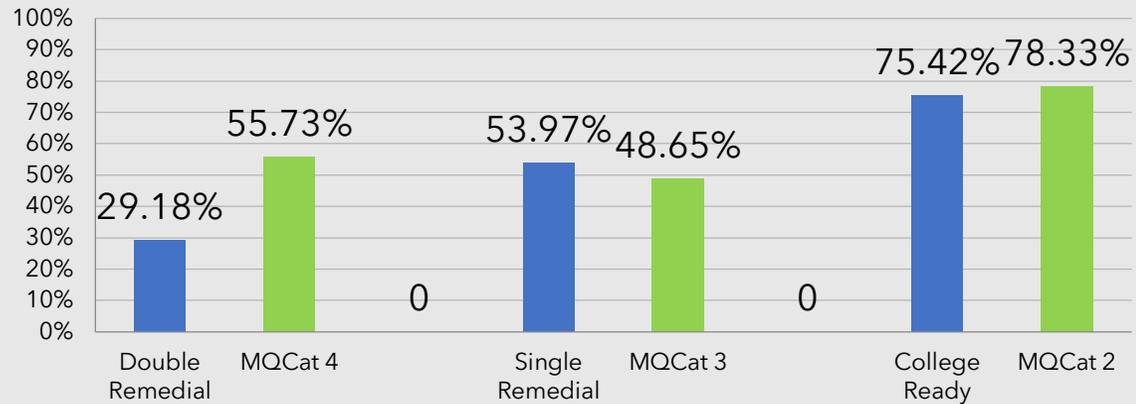
MATH 103 Pass Rate - Arts/Humanities
Based on First Attempt in Course



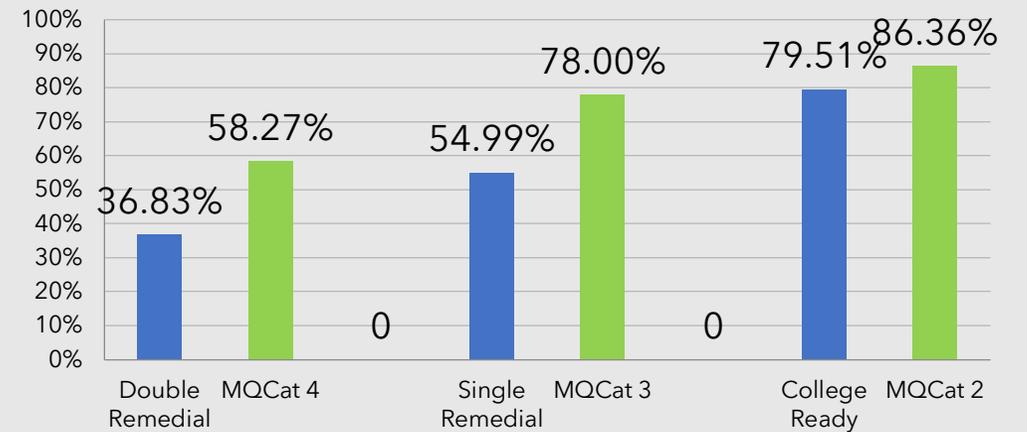
MATH 104 Pass Rate - Business
Based on First Attempt in Course



MATH 113,115 vs MATH 101, 101i
Pass Rate - **STEM**
Based on First Attempt in Course



STAT 108 Pass Rate - Social Sciences
Based on First Attempt in Course



Summary of course-level outcomes

The above results highlight the main successes of our new introductory curriculum:

- **All students complete Area B4 GE significantly faster** than in the past (gains especially large in STEM & especially for Cat 3&4 students) **and in larger numbers**
- For STEM, from AY '14, '15, '16, '17 (4 years), only 76 Double Remedial students passed MATH 113 or MATH 115 (first baccalaureate course - prerequisite to GE). In the new co-requisite model, for AY '18, and '19 (2 years) we passed 146 Cat 4 students and we did it on average in 1.3 semesters (instead of 3.5 for Double Remedial)
- New curriculum also offers fast GE completion for Cat 2 students in STEM
- Time to GE completion is roughly the same for students regardless of placement category

Equity gaps

URM GAP	Fall 2018	Fall 2019		URM GAP	Spring 2019
MATH 101	-21.97%	-22.31%		MATH 101	-2.85%
MATH 101I	-18.71%	-11.57%		MATH 101I	-36.84%
MATH 103	-3.62%	3.10%		<i>MATH 101T</i>	-1.94%
MATH 103I	-14.29%	25.27%		<i>MATH 102</i>	-11.19%
STAT 108	-11.35%	-11.72%		MATH 103	-11.15%
STAT 108I	-23.13%	-12.53%		STAT 108	-19.78%
Total	-15.56%	-13.38%		STAT 108I	-10.00%
				Total	-12.16%

- Equity gaps continue to present a challenge
- We have made improvements (comparison of Fall 2018 & 2019)
- Spring '20 data may not be relevant due to changes in instructional mode
- Most Spring Math 101i and Stat 108i students are repeating these courses
- No clear pattern in what helps diminish equity gaps (structure of student support, instructor, class size, etc)

Preliminary results

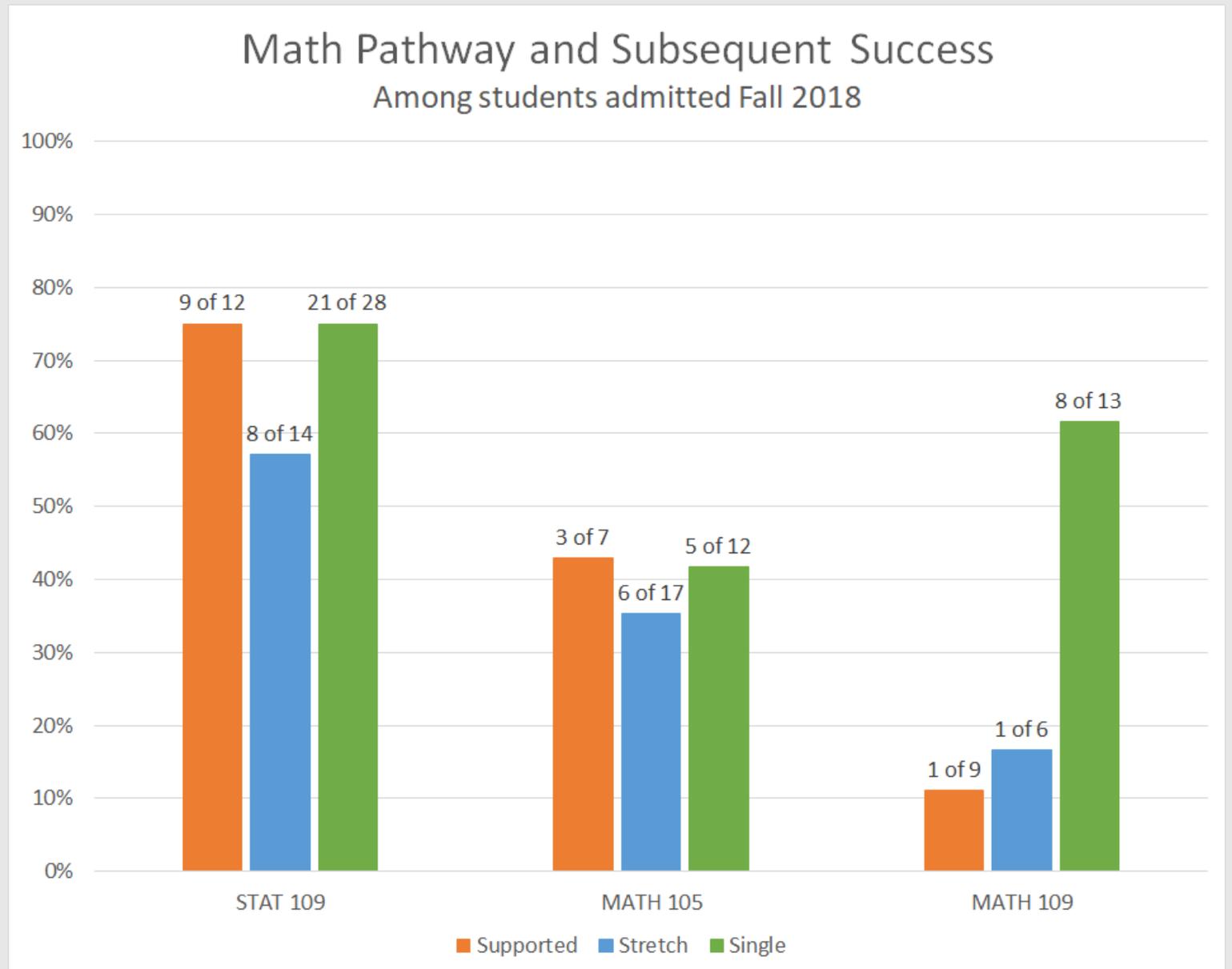
- Analysis for one cohort only (F'18)
- Limited success in Math 109
- Good success rate in Stat 109 and Math 105

Key: starting course

Supported: Math 101i

Stretch: Math 101

Single: Math 102



Final thoughts - larger perspective

- Current introductory Math course offerings allow all students multiple pathways to complete their GE B4 requirements within their first academic year
- Work on reducing equity gaps
- Track success of STEM students in subsequent courses
- Continue collaboration with the Learning Center - identify most effective support
- Continue professional development for faculty
- Update Area B GE assessment - focus on QR
- Analyze effectiveness of on-campus placement
- CSU Math Council Area B4 GE Resolution - bring to ICC?



HUMBOLDT STATE UNIVERSITY

Sense of the Senate Resolution on Opposition to Chancellor's Proposed Process for Implementation of AB 1460 CSU Ethnic Studies Graduation Requirement

05-20/21-EX – October 13, 2020

WHEREAS: Governor Gavin Newsom signed AB1460 on August 17, 2020 which stipulates an explicit pathway for an Ethnic Studies requirement in the CSU, with the following SEC. 2. Section 89032 added to the Education Code, to read:

(a) It is the intent of the Legislature that students of the California State University acquire the knowledge and skills that will help them comprehend the diversity and social justice history of the United States and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens.

(b) Commencing with the 2021–22 academic year, the California State University shall provide for courses in ethnic studies at each of its campuses.

(c) The California State University shall collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course pursuant to implementation of this section. The council and the academic senate shall approve the core competencies before commencement of the 2021–22 academic year.

(d) Commencing with students graduating in the 2024–25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a post baccalaureate student who is enrolled in a baccalaureate degree program at the university if the student has satisfied either of the following:

- 1) The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency; and

WHEREAS: In opposition to AB 1460, CSU Board of Trustees (BOT) at their July 2020 meeting approved a Chancellor's Office proposal for a new General Education Area F Ethnic Studies and Social Justice requirement and a concurrent 3-unit reduction in Area D; and

WHEREAS: On September 10, 2020 the Chancellor's Office issued a memo requiring campuses to implement the new General Education Area F requirement that also mandates that students meet the Ethnic Studies requirement at the lower division level; and

WHEREAS: AB-1460 does not specify the Ethnic Studies course be a GE requirement; and

WHEREAS: AB-1460 does not specify lower or upper division linkages for the Ethnic Studies requirement; and

WHEREAS: campus faculty are the experts in designing and executing curriculum, and Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty are experts in the research and teaching of Ethnic Studies; and

WHEREAS: Humboldt State University is proud of established Native American Studies and Ethnic Studies curricula developed and guided by faculty experts; and

WHEREAS: The CSU Chancellor's Office memo issued on September 10, 2020 specifies a timeline that precludes the collaboration required by AB-1460 and prevents the prudent measure of ensuring consultation, deliberation, and conversation among Ethnic Studies content expert faculty on CSU campuses and other campus faculty on the design, construction, and implementation of the Ethnic Studies requirement; and

WHEREAS: There has not been enough time for appropriate consultation within the CSU Council of Ethnic Studies on all aspects of AB 1460 and Title V changes; and

WHEREAS: Campuses have already experienced tumultuous GE changes in the recent past due to EO 1110 and EO 1100 Revised; and

WHEREAS: Campuses are strained by contingent emergencies including, but not limited to, the COVID-19 global pandemic, wildfires and other climate-based natural disasters, and economic downturn affecting state allocations and the reduced staff and faculty resulting from these emergencies; and

WHEREAS: The Ethnic Studies and Native American Studies faculty at Humboldt State University oppose placing the AB 1460 Ethnic Studies requirement solely in lower division General Education; and

WHEREAS: After repeated invitation from the CSU Council for Ethnic Studies (CSUCES) there has been no collaboration between the CSU, the CSUCES and ASCSU to date as required by AB 1460 (Education Code 89032c)¹; and

WHEREAS: The CSUCES disputes the claim in the ASCSU’s Resolution 3438-20/AA, September 17-18, 2020 that “Dr. Kenneth Monteiro, chair of CSUCES met informally with the Academic Affairs Committee of the ASCSU and Chancellor's office representatives and shared a sense of agreement about core competencies.” The CSUCES has affirmed that this statement can in no way be construed as legally satisfying the legislative requirement of collaboration, nor does it meet the spirit of the law, and that there is no evidence in correspondence or verbal exchange of any process or practice of collaboration as required by law between the three designated bodies: the CSU, CSUCES, and the ASCSU, and

WHEREAS: The proposed requirements to place an Ethnic Studies course in lower division General Education and to reduce the number of units in lower division Area D, Social Sciences are in direct opposition to ongoing recommendations made in good faith consultation by the Council of Ethnic Studies at the CSU; now, therefore, be it:

RESOLVED: That the University Senate of Humboldt State University recognizes CSU faculty as experts in designing and executing university curriculum; and be it further

RESOLVED: That CSU Ethnic Studies faculty experts are integral to the design and execution of Ethnic Studies curriculum as required by [California law AB 1460](#); and be it further

RESOLVED: That the University Senate of Humboldt State University requests that the Academic Senate of the California State University (ASCSU) and the Chancellor’s Office rescind their acceptance of the Ethnic Studies core competencies until the CSU Council on Ethnic Studies (CSUCES) and its AB1460 Implementation Committee have been engaged in meaningful consultation and mutually agreed collaboration as required by law; and be it further

RESOLVED: That the University Senate of Humboldt State University request that ASCSU leadership and the Chancellor’s Office rescind the current AB1460 implementation plan cited in their [FAQs on AB 1460 \(Ethnic Studies\) and Education Code 89032](#), including related Title 5 changes, until the ASCSU and Chancellor’s Office have consulted with individual CSU Senates and Ethnic Studies faculty to discuss, vet, and ensure campus autonomy for implementing AB1460; and be it further

¹ See [CSUCES letter from September 24, 2020](#).

RESOLVED: That the timeline for any GE changes be extended to allow for good faith consultation and mutually agreed upon collaboration with CSUCES to ensure effective campus implementation, including campus flexibility to determine mechanisms of implementation; and be it further

RESOLVED: That the University Senate of Humboldt State University requests that the CSU provide evidence of ongoing mutually agreed upon collaboration, correspondence or verbal exchange of any process or practice of collaboration between the CSUCES, ASCSU, and CSU in regard to implementation of AB1460; and be it further

RESOLVED: That the CSU Chancellor's Office rescind its Area F Ethnic Studies GE plan; and be it further

RESOLVED: That campuses have the autonomy to determine and provide both lower and upper division AB 1460 required Ethnic Studies courses; and be it further

RESOLVED: That CSU students be given flexibility to meet the AB 1460 Ethnic Studies requirement at either the lower division or upper division level; and be it further

RESOLVED: That this resolution be distributed to Chancellor White, EVC Blanchard, ASCSU Chair Collins, CSU Council of Ethnic Studies Chair, President Jackson, Provost Capps, Interim Dean Benavides-Garb, the HSU Integrated Curriculum Committee; the HSU GEAR Curriculum and Assessment Committee, and the CSU Council of Academic Senate Chairs.