

Tuesday, February 16, 2021, 9:00am, Zoom

Chair Lisa Tremain called the meeting to order at 9:05am on Tuesday, February 16, 2021, via Zoom Meeting ID: 99723322775; a quorum was present.

Members Present

Ramesh Adhikari, Kayla Begay, Matthew Derrick, Sheila Rockar-Heppe, Tasha Howe, Katia Karadjova, Lucy Kerhoulas (CDC Chair), Heather Madar, Steve Martin, Cindy Moyer, Mary Oling-Sisay, Marissa Ramsier, Clint Rebik, Jenni Robinson, Marisol Ruiz-Gonzalez, Lisa Tremain (Interim ICC / AMP Chair), Shawna Young, Rick Zechman

GEAR Chair: Jill Anderson

APC Chair: Maxwell Schnurer

Student Representative: Malluli Cuellar

Administrative Coordinator: Mary Watson

Curriculum Coordinator: Bella Gray

Chair Tremain reminded the committee of the chat conventions, “Q,” “DR,” and “Stack.”

Approval of the minutes of February 2, 2021

The minutes of the meeting on February 2, 2021 were approved without dissent.

Subcommittee Reports: Goals/Focus for Spring 2021

GEAR – Subcommittee Chair Anderson reported the committee is working on a proposal guide and are participating in a CSU system wide mentoring program for B4 programs.

CDC – Subcommittee Chair Kerhoulas reported the committee continues to work through the queue and look ahead at things that Curriculum Coordinator Gray alerts the committee to. In addition, she reported the CDC met with the GEAR committee to talk about how the CDC can help support and facilitate the ethnic studies and forthcoming curriculum changes.

APC – Subcommittee Chair Schnurer reported the committee is working on a policy to refresh definitions tied to the current CSU and Chancellor expectations for minors and certificates; a clarification of roles and responsibilities with some expectations for oversight and a mapping of the process to create minors and certificates. He noted the committee is hoping that the ICC can really give quality feedback. He also reported a probable recertification process will most likely emerge as two different resolutions, but the work on that is still in progress. He noted his

appreciation that the Provost was able to meet with the committee the previous evening to discuss.

AMP – Chair Tremain reported that AMP spent the first hour on the work of the strategic planning committee and AMP and how they coordinate with the Polytechnic Self Study groups; she noted the committee is in a sort of holding pattern until direction is provided from leadership. She noted Provost Capps asked the group to begin working on some realistic deliverables that would come out of the strategic planning goals, and the committee broke into groups and took discussed what may be actionable within five years. She noted the ICC should expect more information.

Report from Feb 2 ICC Leadership Breakout

Chair Tremain reported second hour of our full ICC meeting, two weeks ago now time flies so fast We broke out into like an ICC leadership group to talk about what the ICC committees can do to align processes and procedures in a way that's visible to the broader community and specifically to faculty who are looking to propose course revisions, new courses, new programs, etc, as it is anticipated that there will be some curriculum change coming out of the Polytechnic designation and Ethnic Studies requirement.

She reported the leadership team talked about the goal to really think about how curriculum aligns what proposers or folks going into curriculog are asked to do in that space with what's outlined and clarified in curricular policy and how that alone aligns to what's posted on the website. She noted the team envisioned having a series of decision trees/checklists and/or templates available on the ICC website so that it is as clear and as intuitive as possible. She also reported she plans to call another leadership meeting.

Ethnic Studies and GEAR Updates

Dr. Risling Baldy reported the HSU Ethnic Studies Council received a memo from the CSU ethnic Studies Council advising that they are meeting with the Chancellor today to have a discussion specifically about rescinding title five changes and making sure that campuses can enact the ethnic studies law according to the collaborative document that was created with the CSU Ethnic Studies Council and has been supported by the ASCSU Senate and our various Decline to Act resolutions.

She reported their advice was to hold off on moving forward with designations of an Area F and that, in their interpretation, there is no reason why campuses have to abide by the ES 1100, as that is not the actual law; the law is actually AB 1460, which outlines is should certain number

of requirements which we meet with the ways that we want to enact it on the campus so it's a CSU policy, not the law that they're trying to enforce at this point.

She reported the HSU Ethnic Studies Council decided instead to hold off on submitting courses for that designation to see where they're going to be in their discussion posts their meeting today, but reminded the ICC that the HSU ESC is ready to go with courses, whichever way it ends up going.

Dr. Moyer requested clarification on whether the courses would be given emergency designation for one year approval; Dr. Risling Baldy affirmed the ethnic studies courses would be allowed emergency designation and the committee is looking at a curricular policy regarding such.

TIME CERTAIN: 9:30 AM – Compensation for HSU ES Council

Chair Tremain noted the ICC does not have purview over compensation but stated she wanted to bring the work of the HSU ESC to the committee's attention. She stated the ICC might draft a statement that advocates compensation for the coordinator of the ethnic studies requirement at HSU.

She invited Dr. Janet Winston and Dr. Nancy Perez to talk about compensation. Dr. Perez highlighted the work the HSU Ethnic Studies Council has been doing even before the passing of AB 1460 in August of 2020. She reported that the council has been thrown an amazing amount of work, including attendance at CSU-wide Council meetings, town hall meetings, meetings across campus, in addition to figuring out the implementation and collaboration inherent in getting the courses ready for alignment to the law (policy making, collaboration across campuses). She pointed out that they also have had to come to many meetings with Administrators, Councils of Chairs, etc to explain, update regularly, and facilitate understanding of the situation as it arises. She explained it is tiring to justify the work that the HSU ESC Native American Studies and Ethnic Studies faculty are doing, and hoped that the ICC could advocate for the Council.

Chair Tremain led a discussion an open discussion on how to strategize supporting and amplifying the work that the HSU ESC has already done and will be expected to do in the next few years of the deep implementation and what the ICC can do to kind of help support recognition and compensation for that Labor. It was noted that the ICC could write a letter of support to the Provost asking for compensation. Chair Tremain noted she is willing to draft the

letter, vet it to the ICC, and send along to the appropriate channels. The ICC approved drafting the letter.

ICC Peer Review of Self Studies and Assignments

Chair Tremain explained the following table that outlines the peer review committees' self-study review assignments.

Peer Review Sub-committee: Jill, Katia, Steve, Lisa, and Mark <ul style="list-style-type: none"> Reviews each self-studies and ICC peer feedback 				
Program Self-Study	Shepherd (Peer-review sub-committee members)	Faculty Reviewers	Faculty Review due by	Target date for peer review letter for program
Forestry	Steve	Ramesh Kayla Cindy Tasha Matt	March 8	March 16
Rangeland Resources	Steve	Marissa Lucy Marisol Jill Maxwell	March 8	March 16
Communication	Mark	Ramesh Kayla Cindy Tasha Matt Lisa	March 15	March 25
Economics	Lisa	Marissa Lucy Marisol Jill Katia Maxwell Maxwell	March 15	March 25

Voting Action Calendar:

The following course change proposals were approved without dissent:

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[BIOL - 340 - 20-569](#). The Biology department would like to convert BIOL 340 (Genetics) Lab (3-hrs, C-16, 2 WTUs) back to BIOL 340 Activity (2-hrs, C-8, 1.3 WTU). Originally an activity accompanied lecture, but in 19/20, the department converted the activity to a lab in hopes of improving student success rates and reducing equity gaps. However, the loss of the activity has compromised student mastery of material and the department would like to revert back to how they previously had the course structured (lecture + activity). This will reduce instructional WTUs and course costs.

[CRIM - 125 - 22-944](#). Course change proposal of course classification from C-01 to C-02 in order "to more accurately reflect the mode of instruction which has planned class participation". While the CDC recommends this change for pedagogical reasons, we would like to note that this course classification change from a C-1 to a C-2 will have resource implications if more than 40 students per semester need this course because a C-2 classification limits class enrollment cap to 40.

[Environmental Education and Interpretation - Change Concentration/Emphasis Requirements - 20-938](#). Program change proposal requesting to remove ESM 430 "NR Management in Protected Areas" course from the Environmental Education and Interpretation Minor and replace it with ESM 453 "Environmental Education and Interpretation Practicum", or CD 209 "Middle Childhood Development", or a course approved by the minor advisor. CD department has been consulted and agreed for their class to be potentially utilized by this minor. This change affects the total minor unit count from 19 to 18-19 depending on the choice.

[International Studies - Change Core Requirements - 19-835](#). In consultation with the World Languages and Cultures Department, INTL would like to change the core requirements by reducing the number of college-level language courses from 5 to 4. This change will make it easier for students to finish degrees in a timely manner and will make it easier for transfers to major in this field. **Updated MAPs have been received.**

The following courses were tabled until the March 2, 2021 meeting, with the goal to approve as possible and send to the Senate for their regular meeting on March 2, 2021.

[Natural Resources Graduate Program - Change Core Requirements - 20-832](#).

In order to align with EO 1071, the Natural Resources Graduate Program has reconfigured its curriculum to the following:

- shared by 4 concentrations 16-unit core curriculum:
 - 9 independent (thesis/research) units
 - a 4-unit analytical methods course from a bin of electives
 - a new 3-unit introductory course to research methods (SCI 501).
- 14 units of concentration-specific (Environmental Science & Management; Forestry, Watershed, & Wildland Sciences; Fisheries; and Wildlife) electives.

[SCI - 501 - 20-898](#). A 3-unit C-02 "Research Methods and Planning" new course. This course will be part of the 16-unit core shared between all concentrations in this program.

Course description: "Methods of inquiry into the ecology and management of natural resources. Review and composition of research proposals and current literature. Planning and presentation of scientific research."

In order to meet the 4-unit methods requirement, 3 courses (ESM 510, GSP 510, and WLDF 578) are having their units increased from 3 to 4.

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[ESM - 510 - 20-979](#). Course change request to add 1-unit to the currently 2-unit, C-02 lecture component to ESM 510, Human Dimensions of Nat. Res (additional 1.0 WTU) and change the lecture classification from C-02 to C-04, which will drop the course enrollment capacity from 40 to 25. The class will be renamed to "Research Methods in Human Dimensions of Natural Resources" to reflect the more analytical character the course has taken on over the years.

[GSP - 510 - 20-980](#). Course change request to add a 1-unit to the currently 2-unit, C-05 lecture component to GSP 510, Research Methods in GSP (additional 1.0 WTU) and change the classification of this component from C-05 to C-04 to better align with the [CO's course classification system](#). The 1 unit of additional time will allow for review and discussion of peer-reviewed literature, thus increasing the impact of the class and has been requested by students.

[WLDF - 578 - 20-903](#). Course change request to add a 1-unit C-16 (additional 2.0 WTU) Lab component to WLDF 578, Advanced Populations. The syllabus reflects the additional coursework accurately. This addition also responds to the expressed by the past students need for a practical component to this class.