

Tuesday, September 7, 2021, 9:00am, Zoom

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, September 7, 2021, via Zoom Meeting ID: 81034195588; a quorum was present.

Members Present

Ramesh Adhikari, Cutcha Risling-Baldy, Eden Donahue, Sheila Rockar-Heppe, Cyril Oberlander, Lucy Kerhoulas (CDC Chair), Heather Madar, Steve Martin, Cindy Moyer, Carmen Bustos-Works, Marissa Ramsier, Clint Rebik, Jenni Robinson, Marisol Ruiz-Gonzalez, Justus Ortega, Vincent Biondo, Rick Zechman

Assc. Academic Director: Mark Wicklund

GEAR Chair: Lisa Tremain

APC Chair: Maxwell Schnurer

Student Representative: Vacant

Administrative Coordinator: Mary Watson

Curriculum Coordinator: Bella Gray

Current Vacancies: CAHSS Cahir representative, CNRS Chair representative, CPS Chair representative, CNRS faculty representative to GEAR Subcommittee/ICC, Graduate Council representative, Student representatives (2)

Chair Anderson reminded the committee of the chat conventions, "Q," "DR," and "Stack."

Subcommittee Reports:

GEAR Subcommittee Chair Tremain reported her committee is recruiting for a CNRS faculty representative and is working on the GEAR program proposal form. She reported the committee also reviewed the recertification plan and talked a bit about things like equitable pathways in GE, and questions like who is GEAR for, especially at lower division; what does it mean when GEAR is in a high unit major.

CDC Subcommittee Chair Kerhoulas reported the committee dove into work by rekindling some lingering shepherding assignments from last spring, and that she is farming out the proposals in the queue as equitably as possible.

APC Chair Schnurer reported the committee is recruiting for members and noted the committee continues work on the Certificates and Minors Policy, which will be put before the Senate Executive Committee in two to four weeks or so.

Chair Anderson reported that the Academic Planning and Programs Committee worked on agenda setting, and reviewed the processes the committee will go through as they begin the reviews of new programs.

HSU Program Review Cycle

Assoc. Academic Director Wicklund briefly went over the history of the program review on campus, noting that he suggested a year or so ago that HSU move the program review cycle from five years to seven years, seven years is pretty standard across Higher Education and it's perfectly acceptable to our WSCUC creditors. He asked the ICC for approval to take the seven year idea to the Council of Chairs for review; no objections were forthcoming.

GEAR Recertification Process

Chair Anderson and GEAR Subcommittee Chair Tremain gave the attached presentation about what GEAR's role is as an official subcommittee of the ICC, and how the subcommittees can be sure not to duplicate efforts or create a backlog.

Asst. Registrar Robinson noted the GEAR review should be wary of whether a proposal for recertification has changed enough that it should be designated a different course, noting the question of what qualifies as a substantial change is sometimes debatable. Chair Tremain affirmed that GEAR will keep an eye out for those proposals and kick them to CDC after discussing with the proposers.

Chair Schnurer suggested it will be important for the ICC to make very clear what the criteria is to get your GE course proposal approved, which will hopefully insulate the committee from any politicization of what course counts as what.

Professor Moyer stated that in her mind, some questions from the form don't quite make as much sense for recertifying courses as they do for proposing new GEAR courses. She suggested the ICC might find it useful to have a curriculum record that breaks things into recertified courses, as compared to brand new courses. She pointed out that if every time the ICC recertifies a GEAR course they also do a new course form, then people are never going to figure out which form to fill out, and it'd be weird to have to go back and look at the record, since by their very name, new course forms are for new courses. She suggested the curriculog form for recertifying that has prompts for the proposers that ask whether they are making changes to the course in addition to recertification.

Professor Ramsier asked whether, since there are many courses that have more than one GE outcome associated with it, for example, if a course fulfills Area B and also the DCG requirement, would the recertification have to be done for the DCG aspect of the course at the same time. She also asked what will happen if someone doesn't want to keep the GE designation on their course.

Chair Tremain clarified that the recertification calendar does not preclude anyone putting forward a GE course in any area, and all of the applications of the course will be done at the same time. She noted the question about what to do if someone doesn't want to keep the GE designation, as well as other questions such as what if someone misses the deadline for recertification will need to be carefully considered going forward.

Consent and Voting Action Calendar

The following items were approved unanimously:

[BIOL - 544 - 1179](#). The Biological Sciences department is looking to change the pre-requisite for BIOL 544 (Stem Cell Biology) from BIOL 450 (Cell Biology Laboratory) to BIOL 350 (Cell Biology). This will reduce a bottleneck issue and decrease time to graduation.

[BIOL - 544L - 1180](#). The Biological Sciences department is looking to add BIOL 450 (Cell Biology Laboratory) as a pre-requisite for BIOL 544L (Stem Cell Biology Lab). BIOL 450 was previously a pre-requisite for BIOL 544. Students who take 544 only will no longer need to have the BIOL 450 lab pre-requisite, however, students who take BIOL 544L will need to have taken BIOL 450 as a pre-requisite, as well as BIOL 544 as a co-requisite.

[Environmental Science and Management - Change Concentration/Emphasis Requirements - 20-1039](#). In order to make the Environmental and Natural Resources Planning minor more current and marketable, the ESM department is making the following changes to the minor requirements:

- remove GEOG 106 and ESM 210 from required for minor courses
- make former minor elective courses, ESM 325, ESM 365, and ESM 425) required for the minor
- add the following list of minor electives: ESM 305, ESM 460, ESM 462 (students pick 1).

[Environmental Science and Management - Change Concentration/Emphasis Requirements - 20-1057](#). In order to make the Environmental Policy Minor more current, marketable, and flexible for students to complete, the ESM department is making the following changes to the minor requirements:

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- remove ESM 210 and PSCI 306 from required courses
- add ESM 305 to required courses
- add PSCI 412 as an alternative required course to ESM 425, one of these courses is required, the other can be taken as an elective.
- remove the following list of minor electives: PSCI 364, WSHD 430
- add the following list of minor electives: ESM 365, ESM 425, ESM 460, ESM 462, NAS 364, NAS 366, PSCI 306, PSCI 358. 1 or 2 electives are required to bring total units to a minimum of 18.

Online Courses

Chair Anderson gave some context about the emergency online designation of courses that WSCUC allowed during the pandemic will be up on December 31, such that any major that include more than 50% of units that would lead to the completion of their degree will be considered a distance learning course and would need to be approved and vetted through WSCUC. She pointed out the ASCSU Resolution on Returning from Pandemic (attached) which goes into this issue.

Chair Anderson further noted that with the passage in 2020 of an e-learning policy (attached) and in particular IV. APPROVAL OF ONLINE AND TECHNOLOGICALLY-ENHANCED COURSES AND DEGREE PROGRAMS Parts C and D, the ICC should review and see if there are any necessary changes to make to the policy in light of the ever changing landscape.

Chair Schnurer suggested that the leadership check in with WSCUC about the December 31 deadline as the Delta variant is still an ongoing problem.

Chair Anderson noted that there is a communication drafted about various questions regarding the timeline and how this deadline will impact face to face classes, learning communities, field trips, graduating seniors and other items of consideration which will be brought to the Provost's meeting with the Council of Chairs soon. She requested any further questions and concerns be sent via email.

Professor Ramsier pointed out she personally has yet to hear anyone say they are excited to have to teach more than 50% face to face classes in the spring, especially with the COVID situation in Humboldt County right now being so dire and getting worse with the health care facilities stretched thin, and asked about the possibility of HSU writing a collective request from HSU to WSCUC or to the CO requesting increased flexibility for Spring 2022. She noted she is attempting to think about how the ICC can best represent the curricular interests of the faculty and the students and staff, and wondered what role the ICC might have in such a potential request.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3491-21/AA/FA
May 13-14, 2021

**FACULTY INVOLVEMENT IN REIMAGINING HIGHER EDUCATION
POST-LOCKDOWN**

- RESOLVED:** That the Academic Senate of the California State University (ASCSU) reaffirm that the decisions about the balance of virtual and in-person educational experiences and other university business explicitly involve faculty through a shared governance process including campus senates and academic departments and include a reflection on the shared experiences of a primarily virtual system during the pandemic; and be it further
- RESOLVED:** That ASCSU strongly encourage campuses to revisit issues of instructional modality, campus culture, campus presence, and community engagement as part of the long-term adjustment of campus-reopening in a post-lockdown environment; and be it further
- RESOLVED:** That the ASCSU recommend that conversations of a post-lockdown campus be focused on how to maintain a proper balance of virtual and in-person ways to conduct classes, university business, and community engagement to best ensure student, faculty, and staff success in the areas of teaching, research, and service; and be it further
- RESOLVED:** That the ASCSU recommend that any campus strategic plans predicated on assumptions and conditions in place prior to the COVID lockdown be explicitly revisited to ensure that long term and hard-to-reverse investments that would be inconsistent with the evolving post-COVID environment are not made; and be it further
- RESOLVED:** That the ASCSU distribute this resolution to the CSU Chancellor, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, CSU Vice Presidents of Student Affairs, CSU Institute for Teaching and Learning (ITL), CSU Emeritus and Retired Faculty & Staff Association (CSU-ERFSA), and Campus Student Conduct Administrators.

***RATIONALE:** The entire CSU system quickly pivoted to a mostly virtual environment for instruction, co-curricular activities, university business, shared governance, research, and all other aspects of our mission. This disruption provides an opportunity for us to reflect on successes and challenges we experienced during this time. As we begin to enter a post-lockdown era, it is important to have intentional conversations and decisions about what the campus experience will be going forward.*

These decisions must be made in a transparent manner through our systems of shared governance and should address issues of educational quality and campus community.

Approved – May 13-14, 2021

Applies to: Faculty, Staff, Administrators and Students

Issued: XX/XX/2017

Revised: NA

Edited: NA

Reviewed: NA

Short Description: Initiation, standards, development, approval, work assignment, evaluation and oversight of practices related to online and hybrid courses and programs (definitions below).

Purpose of the Policy

The purpose of this policy is to ensure the consistent academic quality and accessibility of all Humboldt State University online and hybrid courses and programs (see definitions below). Online and hybrid instruction will assist the University in achieving its mission while addressing three challenges: geographic accessibility given the large University service area; scheduling needs of a diverse student population with work, family and travel constraints; and enrollment growth given the physical campus space limitations. This policy is written with the intent and spirit that the Humboldt State University faculty retains the responsibility for academic quality and integrity of all courses, programs and degrees, as well as excellence in academic instruction, across all modes of instruction.

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Appendix A: eLearning Course Development Contract

Appendix B: Quality of Online Learning and Teaching (QOLT) Instrument

Appendix C: Course Design Requirements and Development Schedule

Definitions

Accessible Design – A built environment process and standard that attends to the needs of people with disabilities and stems legally from the requirements of the Americans with Disabilities Act (ADA) of 1990.

Academic Content and its Oversight – The original academic materials prepared by the instructor, not including the related technological architecture. The oversight of academic content is conducted through peer review and evaluation and is related to the integrity and appropriateness of course and program curricular content, as well as assessment of teaching effectiveness. The California Faculty Association Collective Bargaining Agreement requires at least five (5) day notice for “online observation, and/or review of online content” (CBA 15.14 2015).

Asynchronous communication – Term used to refer to types of computer mediated communication that involve a time lag in participant contributions. While a cohesive dialogue may be accomplished, the participants see and contribute to that conversation in disrupted segments. For example, a learner may send an e-mail message to an instructor one day and the instructor may read and respond to the email two days later. Similarly, discussion forums are a form of asynchronous communication that by design retain the full communication thread that grows over time. In eLearning environments, architectural forums that support asynchronous communication create flexibility in participation for the learner and the instructor.

DFWU – Acronym and variable label used in calculating rates of unsuccessful course outcomes and the related targets for course and/or curricular intervention. “D” and “F” represent letters grades of the same. “WU” is the University code that faculty members record for “unauthorized withdrawal”: Faculty are instructed to assign “WU” instead of an “F” if course failure is due to discontinuation of class attendance without formal withdrawal. The WU carries the same impact on the GPA as an “F.”

Face-to-Face (F2F) Course - A course in which an instructor delivers all course content in real time with students usually present in the same location or connected via video/audio conference.

Hybrid (Blended) Course – “Hybrid” or “Blended” are names commonly used to describe courses in which some scheduled course meeting time is regularly replaced by online learning activities. The purpose of a hybrid course is to take advantage of F2F and online learning (e.g. a class meets physically on Monday and Wednesday and the Friday meeting time is replaced by required online activities).

Online Course – A course where all of the content is delivered asynchronously online. There are no F2F meetings and limited synchronized online meetings.

Real-time or Synchronous Communication – Terms used to refer to types of computer-mediated communication that support an interactional mode without time lags. For example, video conferencing and online chat sessions are two types of computer mediated synchronous communication. Some eLearning courses require learners and teachers to convene at least once in real time. These meetings may take place in physical classrooms, in online chat spaces, through video conferencing or via other real time forums.

Technological Architecture and its Oversight – The skeletal structure within a learning management system that may include the creation and organization of spaces for holding academic content, hosting discussions, or collecting student work, as well as other features. The oversight of technological architecture is conducted through collegial review, evaluation and support provided by CEEE instructional designers with particular focus on ensuring accessible design and student engagement. The California Faculty Association Collective Bargaining Agreement requires at least five (5) days notice for “online observation, and/or review of online content” (CBA 15.14 2015).

Web-Facilitated Course – A F2F course where the instructor uses web-based technology to supplement/support class time and assignments.

I. Basic Principles

- A. **Online and hybrid course** and program offerings shall contribute to the University goals of providing a distinctive educational experience, while eliminating the achievement gap and meeting retention and graduation goals.
- B. The University values academic freedom and encourages instructional innovation.
- C. The faculty has the responsibility for academic oversight, as well as making decisions related to all courses, programs and degrees across modes of delivery.
- D. Online and hybrid instruction represent one mode of instruction that may be considered by an individual faculty member, a faculty group, and/or an academic department.
- E. Nothing in this policy shall imply that online and hybrid instruction is the preferred mode of instruction.
- F. The development and utilization of online and hybrid instruction shall not be used to reduce or eliminate tenure-track faculty positions.
- G. Class size and instructor workload shall be determined by the Department in consultation with the college Dean. Class size and the related assigned workload

(WTU) shall be a factor of expected instructor time commitment: Instructor time in online and hybrid environments is a function of course learning outcomes and the related time an instructor must commit to appropriately monitor, evaluate and participate in online interactions, as well as evaluate individual assignments.

II. Online Course Initiation and Development

- A. Faculty shall receive timely notice of the modes of delivery and technological requirements for each course offered by the University
- B. Faculty members shall consult with their department when interested in developing a hybrid or online course. The department chair will consult with the college Dean who has the authority to approve the offering of a course online. The dean will consult with the Associate Vice President of CEEE, who formalizes the course development process through the completion of an eLearning Course Development Contract (Appendix A) and related standardized rate schedule.
- C. The Dean has the responsibility, in consultation with the department Chair, to determine the maximum amount of online instruction assigned to each faculty member each semester, taking into account the best interests of the department (CBA Article 20 2015).
- D. Because online and hybrid instruction involves the use of technologies and teaching methods that require specialized training, instructors wishing to offer online and hybrid courses shall successfully complete training or demonstrate proficiency in teaching online or hybrid courses.
- E. The CEEE shall offer appropriate training and support services to faculty members who choose to teach online and hybrid courses (see Section on Faculty Support).
- F. Faculty members shall be given sufficient time to design, assess, and modify course materials and methodology for online and hybrid courses.
- G. The use of instructional design support does not constitute extraordinary support.
- H. As with **F2F** classes, online pedagogy choices shall be consistent with supporting learning outcomes for a given course.
- I. All hybrid and online courses must provide for appropriate and personal interactions between faculty and students and student-student interaction.

- J. Departments offering online and hybrid courses and programs will follow the same policies for curricular review and approval (Integrated Curriculum Committee) as applies to F2F courses and programs.

III. Student Assurances for Online Course Taking

- A. Before they register for classes, students shall be notified via the University “class schedule” of course modes of delivery and technological requirements.
- B. The CEEE will provide information on student technical support resources.
- C. Instructors will respond to most student questions within two working days.
- D. If an instructor response requires more than two days, the instructor will notify the student as to the time period in which they may expect a more detailed response.
- E. Instructors of online courses will schedule office hours accessible to their online students. The level of student interaction should be comparable to F2F office hours.
- F. Academic and administrative policies that apply to F2F classes also apply to online courses (e.g. add/drop processes and deadlines and student judicial).

IV. Faculty Support and Support Limitations

- A. Faculty members will be paired with an instructional designer designated by the CEEE.
- B. The instructional designer will support the faculty members with the technological and pedagogical design of the course. This process will be complete when the Director of Academic Technology approves the course. The Director will maintain records indicating the approval status of a course related to the QOLT instrument (Appendix B). The faculty member and instructional designer will meet regularly throughout the course design process (Appendix C).
- C. The instructor is responsible for the accessibility of online and hybrid courses in compliance with the Americans with Disabilities Act.
- D. The instructional designer shall provide appropriate information, instructor training and design monitoring to support online course accessibility.

- E. Faculty members using University supported resources (e.g. software and student support programs) are responsible for requesting and securing that support.
- F. Faculty members using non-university-supported resources (e.g. third-party servers, non- university-supported software) must state in their syllabus that the University will not provide technical support for those resources and will direct students on how to receive technical support in using those resources.

V. Evaluation and Assessment

- A. The faculty of a given academic program/department will assume responsibility for academic oversight of its online and hybrid courses in accordance with the faculty collective bargaining agreement and Appendix J of the Faculty Handbook. The Chair of a Department/Program Personnel Committee will solicit and include architectural oversight observations in the deliberations and evaluation of instructors.
- B. Instructional designers assigned by the CEEE will provide to academic departments/programs and the Director of Academic Technology architectural oversight in the form of written reports of the architectural design of online and hybrid courses and evaluative recommendations. The review process will assure that the online and hybrid courses conform to quality standards (QOLT) in the field of online and hybrid instruction.
- C. While the CEEE may collect and maintain data on drop/add statistics for each online and hybrid course, this data shall not be used in the evaluation of an instructor. While sometimes referred to by the CEEE as “persistence” data, the operationalization of the CEEE drop/add data is quite different than “persistence” as measured by the University Office of Institutional Research and Effectiveness.
- D. At least two weeks prior to the first day of courses, the AVP of CEEE or their designee will verify that all new online courses are ready and meet online course standards.
- E. The CEEE will inform the appropriate college Dean of new scheduled courses that do not meet QOLT instrument standards and are in danger of not meeting deadlines. The CEEE will provide the Dean, department chair and the instructor with specific changes required to meet the standards for the online courses. The Department/Program chair, in consultation with the Dean, will make final decisions on the offering or canceling of an online course.

- F. Online and hybrid programs will be assessed by Departments/Programs through the University Program Review process.
- G. Program Reviews will include comparison of online to F2F course outcomes with particular attention to differences in DFWU rates by race/ethnicity and gender within and across mode of instruction.

VI. Faculty Member Assignment of Work

- A. The Departments/Programs assign faculty members to all classes, including online and hybrid classes, in compliance with the Collective Bargaining Agreement and their own internal personnel policies.
- B. When an online or hybrid course is refused or later assigned to a new instructor, the faculty member who developed that course may choose to withhold the academic content. The technological architecture of the course may be passed to the new instructor.

VII. CEEE and the Advisory Council

- A. The University Senate will create a CEEE Advisory Council to oversee the policies and processes contained in this document.

Membership:

- One faculty member, appointed by University Senate (Chair)
 - AVP, College of eLearning and Extended Education (ex-officio, non-voting)
 - One faculty member elected from each of the academic colleges
 - CFA Chapter President or faculty designee
 - One Dean appointed by Provost
 - One Associated Students representative
 - One Instructional Designer
- B. The Associate Vice President for eLearning and Extended Education, or their designees, will provide the Advisory Council with regular reports on CEEE responsibilities noted below.
 - C. The CEEE Advisory Council will make recommendations for policy change and other actions to the University Senate through the Integrated Curriculum Committee.
 - D. The CEEE is responsible for the following:

1. **Faculty Support:** Faculty training and on-going technical support in online instruction.
2. **Student Academic Services:** Information and resources provided to students for successful online and hybrid course participation (e.g. orientation, tutorials, library resources, and real time technical support).
3. **Sustainability and Growth:** Evaluate and recommend instructional technology and LMS choices; systematic approaches for integrating student, academic, and faculty services; strategic considerations of human, technical, and funding resources related to growth; eLearning out-reach and business plans, prioritization of programs and courses for eLearning; and the mix of online, hybrid and F2F courses available in each major/program and across the University.
4. **Technological Architecture Oversight:** Maintain an appropriate eLearning architectural oversight process that includes an assessment instrument (e.g. QOLT) and contributes to instructor evaluations as noted in an earlier section.
5. **E-Learning Program Assessment:** Support overall student success in online courses and strong online program retention rates through review of online course/program outcome data as compared to those in F2F courses/programs.
6. **Regulatory Compliance:** Assure compliance with relevant regulatory dimensions of eLearning (e.g. ADA, HLC, and OBOR requirements).

ALL NEW COURSE PROPOSALS

- In Curriculog:
 - Course title and description
 - Course rationale
 - Course sequencing
 - Proposed number of sections per term
 - Course rotations
 - Modality information
 - Learning outcomes
 - Seat capacity
 - Grade modes
 - Class codes
 - Plus...

NEW and RE-CERTIFYING GEAR course PROPOSALS

All Curriculog Prompts & GEAR new course proposal form:

- Course overview and description
 - How does the course fill a need within GEAR?
 - How many other courses are offered in the same GE area?
- Course student learning outcome(s) (SLO) as aligned to GEAR Program Learning Outcomes (PLOs)
- A brief description of the course assessment plan, including description of the signature assignment and assessment tool
- *(For proposed B4 and A2 courses *only*): Description of course alignment to CSU Executive Order 1110 Policy.

PROPOSAL

Courses re-certifying in GEAR should move through Curriculog.

Rationale:

1. Allows for a clear/living archive for recertified courses and helps create an information flow across the seven year cycle.
2. Allows mechanism for catalog and course review and for proposer(s) to approve or revise current catalog copy .
3. Creates GEAR syllabus archive.

QUESTIONS for DISCUSSION

1. Should courses be recertified via Curriculog?
2. If yes on ^ (approval from full ICC), what should/could the Curriculog and ICC review flow look like?