

Tuesday, October 5, 2021, 9:00am, Zoom

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, October 5, 2021, via Zoom Meeting ID: 81034195588; a quorum was present.

Members Present

Ramesh Adhikari, Cutcha Risling-Baldy, Eden Donahue, Sheila Rocker Heppe, Christine Cass, 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: ICC, Graduate Council representative, Student representatives (2)

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

Approval of the Minutes of the September 21, 2021 Meetings

The minutes from the meeting on September 21, 2021 will be considered at the next meeting

Subcommittee Reports

GEAR – Professor Tremain reported that the committee has created a separate form for GEAR certification and recertification, revised and synthesized from last year, and Coordinator Gray put this into curriculog. Proposals already in the queue were assigned to shepherds, and the committee continues to work on pushing those through. Chair Anderson and Professor Tremain thanked the committee and Coordinator Gray for their hard work.

CDC – Professor Kerhoulas also thanked Coordinator Gray for her work with troubleshooting the proposals coming through the queue, and reported that the committee continues to systematically talking through the proposals.

APC – Professor Schnurer reported the committee has been working on the minors and certificates policy and has been drafting some ideas about online modality to a draft syllabus policy, which should be upcoming in a few weeks. He also reported the committee is looking at a new eLearning policy for the future. He also reported that the committee has been meeting twice a week in addition to asynch work.

APPC – Chair Anderson noted most of their projects are items on this agenda, and reported that the committee will begin working Hyflex as an option as soon as possible. Chair Anderson reported the Graduate options are about to come through the Senate for approval, and asked that anyone who has concerns about the date for the programs ask her for clarification.

Minors and Certificates Policy

Professor Schnurer reported that with the Polytechnic designation the committee has been working on an omnibus for the future comrades who wanted to make proposals to find all the information needed in one place. He reported the draft resolution received about 70 comments, and were then asked to define concentrations, which is impossible since the concentrations are governed by the CO. He reported that the committee had a strong draft for a starting place for this policy at the beginning of this semester. He reported that he got some of the nastiest emails in his tenure at HSU in response regarding the mixture of the major and minor in the same concentrations (ie one wouldn't be able to earn a major in communication and also a minor in communication) so they went back to the status quo language in the resolution. He then received more nasty emails about staying with the status quo.

Professor Schnurer noted that the levels of anger around this is vitriolic and aggressive and unpleasant, but, assuming that the job of most people on campus is to inhale hate and exhale love, the committee has been pondering the key question of how we do that productively and efficiently, with a minimum of side casualties. He also reported he received constructive emails and suggestions from folks, including CEEG, asked for more suggestions, and noted that a few large changes will most likely be made include, is there a distinction in external or self support certificates, and if so what does that language look like. The other sticking points include staffing needed for this to work, as well as keeping student fees reasonable and not prohibitive for students who are already taking out loans and working many jobs and whatnot in order to earn these certificates. (For instance, fees associated with testing that might be already covered after they enrolled in the certificate programs).

Professor Moyer spoke regarding extended education certificates, noting that it would be good for the ICC to review each one, and suggested that definitions should be made clearer between certificates and concentrations, as well as included in the class catalog. She also noted it's possible that some minors and certificates might well be better delineated as one or the other (example, "a certificate can also be a minor,") and thanked Professor Schnurer heartily for the work on this nearly impossible task.

Assistant Registrar Robinson noted that the limit of transfer units is not something currently in the status quo and half seems a little high and would limit a lot of our current students from earning minors they would be having to take extra units. She encouraged the committee to either rethink that or change it to like a certain number of units, like six units, perhaps, since

that's half of the lower end for the minors, as well as the idea that half of the units must be upper division, since she's not sure HSU's current minors fit that requirement.

Professor Rocker Heppe noted that there is a vetting process for extended education certificates, and suggested that researching into what other higher education institutions are reporting that students want might make sense in drafting this new policy so as to make sure it is attractive to students and fits the needs of the workforce and student population today.

Professor Ortega agreed that the understanding the role of CEEG and the other colleges in certificates and programs of that nature so that we can figure out a strategy whereby matriculated HSU students can participate in these programs without further or additional fees added, and noted he needs to understand what self-support means in this context, since he's not sure of without fees could the self support programs survive.

Director Wicklund noted they should have a conversation about the requirement that a proposal for a minor have an assessment plan as well, to which Professor Schnurer agreed.

Policy on New Course Proposals

Chair Anderson reported that she created a really quick draft of what this might look like, based on the discussion in the last APPC meeting, and noted the draft is in the agenda is to share so that everybody knows where it is for discussion at the next ICC meeting.

GWAR Proposal

Professor Tremain reported the committee is working to build out and formalize a writing across the curriculum initiative at HSU, which relates back to the Graduate Writing Assessment Requirement (GWAR) in the CSU system. Professor Tremain reported the GWAR at the CSU level is likely going to be revised soon, since when this was instituted in 1978 and revised in 2009. She noted that there are two different things that could happen, either the CSU might take it away completely, or the policy might be revised to include the best practices of writing across the curriculum and writing assessment in the disciplines. She noted the campus should expect a memo coming from the CO at some point after November 8, and explained that HSU could consider how to phase out the GWPE, since the curriculum matrix is already in place, as is the alignment for every program on campus. The question is how does HSU assess written communication at the programmatic level in a way that is meaningful and robust and in a way that contributes to like students learning and professional development. She asked the committee to give feedback on the proposal.

Discussion Items:

Modality proposals – Hold for e-Learning Policy?

Chair Anderson explained that part of the work going into the eLearning Policy is likely going to result in a process for approving online classes, and asked if the committee believes that the proposals should be accepted with just a rubber stamp until the new policy comes out, knowing that all this process is kind of being worked on at the same time, or if the committee should put those approvals on hold.

Professor Madar suggested that since the policy is clear that modality changes should be worked through at the department level, at least for now, those should be given back to the college and departments pending revisions to the eLearning policy. The committee agreed.

New Program Proposals

Coordinator Gray asked whether the schedule of courses sample / template is needed for new courses, or if the MAP and five year course rotations is taking care of what is needed to assess a program. Professor Moyer suggested that for now the schedule of courses sample is unneeded.

Consent and Voting Action Calendar

Consent Calendar:

- [ART - 108 - 21-1310](#). In order to better align the title of ART 108 "Graphic Design I" with the discipline, other CSU campuses, and transfer course articulation, the course title is updated to "Digital Media I".

- [ART - 340 - 21-1311](#). In order to better align the title of ART 340 "Graphic Design II" with the discipline, other CSU campuses, and transfer course articulation, the course title is updated to "Digital Media II".

- [ART - 343 - 21-1312](#). In order to better align the title of ART 343 "Graphic Design: Portfolio Development" with the discipline, other CSU campuses, and transfer course articulation, the course title is updated to "Digital Media Portfolio Development".

- [ART - 372 - 21-1314](#). In order to better align the title of ART 372 "Graphic Design: Studio Topics" with the discipline, other CSU campuses, and transfer course articulation, the course title is updated to "Digital Media: Studio Topics".

- [CD - 355 - 22-1362](#). Child Development department would like to remove the CD 209 or CD 253 or CD 255 pre-requisites from CD 355 (Language Development) in order to allow the students to co-enroll in the former pre-requisites thus shortening the students' time to graduation. The current pre-requisite particularly inconvenienced transfer students.

- [HED - 451 - 20-858](#). The Nursing program requests the removal of co-requisites for HED 451 (pre-requisites to remain the same) to allow for more flexibility in course rotations.

- [KINS - 474 - 21-1228](#). KRA department is looking to remove the junior/senior standing pre-requisite for this class as it allows students to take this course before they reach such standing. Elimination of this pre-requisite will reduce the need to issue permission numbers for this class.

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- [LSEE - 101 - 21-1305](#). LSEE program would like to remove the pre-requisite of LSEE major in order to increase the enrollment in the course and provide an anchor course for students considering education majors.

- [MUS - 180 - 21-1273](#). Course grading mode is being changed from Optional CR/NC to Mandatory CR/NC because it makes more sense from a pedagogical point of view.

- [NRSB - 460 - 20-1150](#). The Nursing program requests the removal of co-requisites for NRSB 460 (pre-requisites to remain the same) to allow for more flexibility in course rotations.

- [NRSB - 490 - 20-1151](#). The Nursing program requests the removal of co-requisites for NRSB 490 (pre-requisites to remain the same) to allow for more flexibility in course rotations.

- [PHYX - 324 - 21-1288](#). Physics department would like to change the pre-requisites for PHYX 324 (Analytical Mechanics) as follows: remove the current MATH 311 (Vector Calculus) or MATH 315 (Advanced Calculus) co-requisites, add PHYX 340 (Mathematical & Computational Methods) pre-requisite. Instructors report that students who have not had PHYX 340 prior to taking PHYX 324 struggle to use Mathematica (a computational tool used in all upper division physics courses) in the course.

- [PHYX - 441 - 21-1293](#). Physics department would like to remove the phrase: "Recommended preparation: MATH 311(C) or MATH 315(C)." from the course description and add MATH 311 (Vector Calculus) or MATH 315 (Advanced Calculus) as a co-requisite (in addition to the existing pre-requisite of PHYX 340 (Mathematical & Computational Methods), and co-requisite of MATH 313 (Ordinary Differential Equations)).

- [SPED - 738 - 21-1358](#). School of Education would like to change the unit value of SPED 738 (Fall SPED Student Teaching) from 9 to a range of units from 5 to 9. This change is driven by the approved last year program proposal for a BA in Liberal Studies Elementary Development with an Integrated Special Ed teaching credential, which requires 5 units of student teaching. The Special Ed credential students will continue to take this class for 9 units, while the BA+Credential students will take it for 5 units. The change in unit value will not affect the planned WTUs for the supervisors.

- [SPED - 739 - 21-1359](#). School of Education would like to change the unit value of SPED 739 (Spring SPED Student Teaching) from 9 to a range of units from 5 to 9. This change is driven by the approved last year program proposal for a BA in Liberal Studies Elementary Development with an Integrated Special Ed teaching credential, which requires 5 units of student teaching. The Special Ed credential students will continue to take this class for 9 units, while the BA+Credential students will take it for 5 units. The change in unit value will not affect the planned WTUs for the supervisors.

Voting Action Calendar:

- [PE - 141 - 21-1227](#). KRSN department is looking to combine PE 141 (Beginning Soccer) and PE 241 (Intermediate Soccer) into one class of PE 141 (Soccer). This is due to low enrollment over the past three years. One course (PE 141) would be sufficient to meet enrollment needs as of now.

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- [PE - 241 - 21-1388](#). KRAN department is looking to combine PE 141 (Beginning Soccer) and PE 241 (Intermediate Soccer) into one class of PE 141 (Soccer). This is due to low enrollment over the past three years. PE 241 will be suspended in case enrollment increases in the future.

- [PE - 476 - 21-1239](#). KRAN department is looking to reduce the number of units of PE 476 (Water Safety Instructor) from 3 units to 2 units. This change would accurately reflect the required hours per RedCross and the content of the class. The c-classification of the lecture portion of the course is changed from C-01 to C-05 to better match the course enrollment. There should be no WTU implications due to this change. The course is limited to 16 students. C-classification reflects weekly instruction time: C-05 for 1 unit (1 hour/week) and C-11 for 1 unit (2 hours/week).