

Humboldt State University  
Integrated Curriculum Committee Meeting Minutes  
21/22:5 10/19/2021

Tuesday, October 19, 2021, 9:00am, Zoom

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, October 19, 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, Bradley Ballinger, 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 from October 5, 2021**

CDC Chair Kerhoulas noted that the class PHYX 441 should be removed from the consent calendar, as it was kicked back to committee.

Motion to approve the minutes as amended approved

**Subcommittee Reports:**

CDC Chair Kerhoulas reported the committee continues to work through the queue, noting that the ICC should have a full list of consent items to review soon.

GEAR Chair Tremain reported the committee has been reviewing new course proposals and new certificates for GEAR courses in Area F. There are updates on the GEAR website, and the committee continues to work on what the transition will look like in Curriculog as the new process of a more comprehensive review of GEAR courses is refined. She also reported the committee had a discussion with Professor Jen Ortega, the sustainability fellow this year, about what a sustainability requirement would look like at HSU.

APC Chair Schnurer reported the Minors Certificates and Concentrations Policy will be in the Senate at the next meeting, and the committee is working on a new syllabus policy, and asked that if anyone has feedback, stress points, or suggestions that they send him an email.

Chair Anderson reported the APPC spent time last week going through the proposal for the Peace and Justice Studies Minor and are coordinating with the CDC related to it, the committee also discussed the possibility of having an open forum in the ICC similar to the Senate, as well as the lack of guidelines at the department level curriculum review and what that impact might be having on curricular proposal review.

### **Policy on New Course Proposals**

Chair Anderson explained that this item and the upcoming one have been discussed multiple times and so getting them down on paper is a way to try to move them forward to the next steps of solidifying and finalizing. She noted that both documents are works in progress, and the hope is that this discussion will solidify what the ICC would like to include in them.

Chair Anderson explained that this item is specifically trying to target that issue of new courses being proposed for minors only, and not counting towards a major, or the general education program.

Discussion ensued and is summarized below:

APC Chair Schnurer noted that an exception to this would be maybe Student Success Courses are sometimes one unit support classes that go along with major classes, and so should be considered an exception. Professor Madar reiterated what Chair Schnurer noted.

Professor Wrenn asked whether the order of the bullets make any difference as far as readability.

Professor Risling Baldy suggested that the language be clearer regarding who approves a course proposal for a department (the department chair) if the proposal comes from a faculty member outside the department. She also noted there might need to be more language that applies to graduate programming in terms of their proposal of new courses. Chair Anderson noted there should be language about this.

Professor Ramsier asked whether there would ever be an occasion for a certificate program that would have a higher enrollment than a minor, perhaps specifically career based certificate programs, or whether programs in OLLI deserve a note or whether they are irrelevant here.

APC Chair Schnurer suggested that language could be included that indicate there is a pause for a while on classes being proposed only for minors, since folks will probably keep thinking of exceptions.

Professor Cass suggested there may be clarification language needed in what a part of a degree program needs, for instance there might have majors with a big list of electives that students can take to meet degree requirements, and so, if you add an additional course that also counts

towards a minor on a list of existing courses, then is that really addressing the issue of making sure that there's appropriate student demand.

### **Guidelines on Interdisciplinary Program Proposals**

Chair Anderson noted there isn't a concrete understanding of multiple levels of people agree about the programs, so that is where the MOUs have come about. The sustainability minor has been being used as a pilot for this process. She explained this document is a collection of notes about MOUs and suggestions about what a steering committee might look like. She noted that Professor Madar pointed out there might be differences in an MOU for a minor or a major, so feedback would be very helpful about that.

Discussion ensued and is summarized below:

Professor Madar noted there is nothing in here about identifying who does advising for the major.

Professor Risling Baldy suggested the committee might think about what this means for compensation for chairs, who are also now going to have these potential programs housed underneath their departments, so if we're adding multiple interdisciplinary programs to a department How does that work toward increasing or understanding of what that compensation looks like for chairs time, because they're coming in with like one assumption about them like how their program functions and then what when does that happen like is that before the MOU or after. She also noted that NAS has said that they want to be partners in the poly technic focused programs, not the de facto department leaders. Chair Anderson noted this might be different for each program, and suggested the Steering Committee might be the partnership point.

GEAR Chair Tremain suggested the Steering Committee should be highlighted as an initial step in this process, rather than an afterthought, since that has happened before and been very problematic.

Professor Wrenn asked whether this would at some point be turned into a template, especially since it looks like it requires signatures from various individuals; Chair Anderson agreed it would be most helpful for people navigating the system, and explained one of the charges that has been coming down for the ICC is to create a curriculum guide that lives on our website that's a living changing document so, all of these kind of pieces that we're talking about today, and all of the policy guidelines we're working on are going to eventually live in that space, and template guidelines can also be there for people to access.

APC Chair Schnurer noted that interdisciplinary communication is fragile and it would be worth at the administrative level to think about the time and labor needed, and avoiding cultural

taxation and whatnot. Chair Anderson suggested perhaps at least an open forum comment at the Senate or a Sense of the Senate to get it on that platform as well.

Professor Ortega agreed with Professor Schnurer, noting that often non tenure track faculty are the ones picked to serve in this way, and do not have the collateral duty time assigned to them to do this very important work. He underscored the importance of having the broader conversations amongst deans and Provost's Office about how to compensate for this work.

Professor Schnurer and Professor Ramsier noted the importance of having a standing agreement regarding the frequency of offerings, or at least having guidelines about addressing the issues of what evolution looks like if enrollment in the classes goes down.

Professor Madar noted as she understands it, there is differences in pay for lecturers depending on department and college, which seems particularly problematic and probably cannot be solved within the confines of this document.

**Discussion Item: Online learning- what does an online course look like?**

Chair Anderson updated the committee on the eLearning Policy, noting that Julie Alderson, Enoch Hale have been drafting work based on open forums and feedback gathered, and it will come to the ICC once done. The question is when we're thinking about the ICC process and proposals what components related to a proposal for a course would we want to see in order for it to be approved for an online modality.

Professor Ramsier offered some initial thoughts that the ICC might need to be careful how far the committee goes into what makes a quality online class, because it might be a slippery slope for the ICC to begin holding those online classes to a different standard than the in-person classes.

GEAR Chair Tremain agreed with Professor Ramsier, and noted that asynchronous learning is distinct from teaching in person, and so that the ICC doesn't have to police proposals, there should be some sort of stop gap for faculty to show that they have experience in online learning.

Chair Anderson pointed out of the things that keeps popping into her mind when is approving courses based on curriculum versus instructor, and what that's going to look like for online if we're looking at training and those sorts of things.

Professor Risling Baldy commented that the ongoing discussion about whether or not online instructors need to be residents of California deserves a little more pushback from places like the ICC, because if people are going to lean into online teaching, it could give more opportunity to engage with instructors who might not normally be able to teach at HSU, which should be more exciting.

She also noted she is interested in the structure of courses, and whether or not a department can come in and mandate how many students are allowed in an online or in person class. She also noted that online learning needs to be produced well, with good recordings and sound better and edited, so that it's not just a recording of a professor sitting on zoom, but that will require funding to do that. The accessibility of PDFs and whatnot also must be scrutinized.

Professor Ortega commented that it will be important to identify who is responsible for what along the way, since especially the ICC will need a lot of clarification on our roles and responsibilities in that process.

Chair Anderson also noted that assessment related to online courses and what that looks like, where it fits into the annual assessment or program assessment, etcetera.

Vice Provost Bustos-Works asked whether something about course match should be included here or somewhere else.

### **Consent Calendar**

- [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)).

### **Voting Action Calendar**

[OCN - 301 - 21-1265](#) "Marine Ecosystems - Human Impact". Modifies pre-requisites to make the course more accessible to students as an UD GE option, including transfer students. The updated pre-requisite requires OCN 109 (drops OCN 109L) or completed LD GE Area B. Many community colleges offer OCN 109 without a lab, therefore it will be easier for transfer students to register in OCN 301.

[OCN - 320 - 21-1266](#) "Physical Oceanography". Modifies pre-requisites to make the course more accessible to prepared students from other majors. OCN 109 is dropped from being required to recommended. Removes OCN 109L (many community colleges offer OCN 109 without a lab) and PHYX 211 from required pre-requisites. Adds MATH 205 to an alternative to MATH 110 and/or MATH 215.

[OCN - 330 - 21-1267](#) "Chemical Oceanography". Modifies pre-requisites to make the course more accessible to students. OCN 109 is dropped from being required to recommended and OCN 109L is removed entirely. The updated pre-requisite requires only CHEM 110.

[OCN - 340 - 21-1268](#) "Geological Oceanography". Modifies pre-requisites to make the course more accessible to students. OCN 109 is dropped from being required to recommended and

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OCN 109L is removed entirely. The updated pre-requisite requires GEOL 109, and MATH 101T or MATH 102.