

<https://humboldtstate.zoom.us/j/83865346349?pwd=c3Vvb2J4d3FvYlRwTVAvT1piT053Zz09>

Tuesday, September 6, 2022, 9:00am, Zoom and FH 235

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, September 6, 2022, via Zoom Meeting ID: 83865346349; a quorum was present.

**Members Present**

Ramesh Adhikari, Jill Anderson (Chair), Brad Ballinger, Carmen Bustos-Works\*, Christine Cass, Cameron Allison Govier, Sara Jaye Hart, Heather Madar, Bori Mazzag, Cindy Moyer, Marissa Ramsier, Joshua Smith, Cyril Oberlander, Justus Ortega, Jenni Robinson, Sheila Rocker-Heppe, Melissa Tafoya, Carly Marino, Mark Wicklund

**GEAR Chair:** Cutcha Risling-Baldy

**CDC Chair:** Eden Donahue

**APC Chair:** Vacant

**Student Representatives:** Vacant

**Administrative Coordinator:** Mary Watson

**Curriculum Coordinator:** Bella Gray

Current Vacancies: Graduate Council representative, Student representatives (2), CAHSS Chair, CAHSS GEAR Rep, CPS Chair, APC Chair, At-large Faculty Member CDC

\*Non-voting member

**Minutes from the Meeting of August 23, 2022**

The minutes were approved via general consent

**Maritime Archeology Certificate**

Marissa Ramsier gave a brief overview of the new Maritime Archeology Certificate and accompanying resolution. Professor Risling-Baldy noted that Native American Studies background is needed, in addition to a nod to the fact that programs need to be in communication with tribes and coastal commission

Minor/Cert rationale box could be an option

Professor Moyer asked for clarification on why class 105 isn't in the prerequisite course list, and why the CPR requirement fulfilled here isn't listed as another certificate that students earn in the completion of this course. It was noted that the 105 prerequisite it is regularly waived, and

that proposal will be changed so that 105 will be listed as a recommended. It was also explained that the program doesn't include the CPR in the certificate because the version in this program is shorter than the full CPR course, and the program needed to be under the 20 unit cap.

Registrar Robinson noted that ATD 120 needs to be listed in the program, otherwise it's a hidden prerequisite, and the program needs to include the CPR certification, or ATD 120.

Professor Risling-Baldy suggested they add an outcome specific to tribes as a goal, such as demonstrating an understanding of tribal sovereignty and nationhood.

### **Approval of the Consent and Voting Action Calendar**

The below proposals were approved via general consent.

[HED - 451 - 22-1665](#). Based on student feedback, the program would like to change the course title and description to be more in line with the theme of the nursing program. This course is an elective for the Sustainable Food Systems Minor and they are aware of the course changes.

**Current: Nutrition and Chronic Disease.** Relationships between nutrition and chronic disease. The role of nutrients, foods, and diet patterns in the prevention or treatment of several chronic diseases including, obesity, diabetes, and hypertension.

**Proposed: Nutrition for Healthy Communities.** Examine nutritional recommendations, challenges, and eating patterns throughout the lifespan of individuals and communities, with an emphasis on the role of nutrition in chronic disease prevention and management.

### **Individualized Degree Programs (IDP):**

IDP Director Rebecca Robertson gave the attached presentation

Professor Moyer asked about the possibility of a liberal studies interdisciplinary? Don't think we can do that anymore though.

Marissa Ramsier wrote the following in the chat: Like others I am excited about this idea. Because we are running short on time, I will drop my question/comment in here because Cutcha already mostly addressed what I wanted to say. I suggest we have a robust agreed-upon process for approving the degree plans that make sure that the included disciplines (1) have some kind of oversight, and (2) are compensated for their time, because this could be a lot of work given that it is essentially creating programs. I am curious about the level to which the ICC will be involved. And I wonder about how programs are credited for students - do they get to count them as majors? I don't expect answers here, just suggested things to think about.

Thanks!

Cal Poly Humboldt  
Integrated Curriculum Committee Meeting Minutes  
22/23:2 09/06/2022

Assc Dean Heather Madar asked whether students are able to come up with their own degree title and indicate it on the certificate or degree; Registrar Robinson, answered that it'd be "interdisciplinary studies" on the degree.

**Updated New Program Proposal Guidelines:**

Chair Anderson went over the attached, new program proposal guidelines

**Cal Poly Humboldt  
University Senate**

**Resolution to Recommend New Maritime Archeology Certificate**

01-22/23-ICC – September 27, 2022 – Curriculum Reading

**RESOLVED:** That the University Senate of Cal Poly Humboldt recommends to the Provost that the new Maritime Archeology Certificate detailed in curriculum proposal [21-1608](#) be approved.

**RATIONALE:** The proposed Maritime Archeology Certificate will be housed in Anthropology and includes curriculum in beginner, intermediate, and advanced Dive as well as Archeology that provides students with the knowledge and experience to become AAUS certified and carry out underwater archaeological projects. The certificate incorporates existing state-side courses with no additional courses needed and will be the only certificate of its kind within the state of California. Students who earn this certificate will be prepared for graduate programs and careers in Maritime Archeology.

**Maritime Archeology Certificate Program Learning Outcomes**

1. Identify interactions and relationships between people and maritime environments.
2. Discuss the relevance of maritime heritage to present-day policy and social issues such as climate change, historical preservation, and cultural practices.
3. Demonstrate critical thinking, quantitative analysis, and application of the scientific method to topics relevant to maritime heritage.
4. Demonstrate skills necessary to successfully communicate, collaborate, and consult with communities, partners, and stakeholders while conducting maritime heritage studies.
5. Explain the importance of recognizing tribal sovereignty and authority, and the importance of consulting and collaborating with indigenous communities, while conceiving of and conducting archaeological studies.
6. Apply practical diving skills to support sub-aquatic research, education, and recreational activities with a focus on diver safety and proficiency in California.

**Maritime Archeology Certificate Curriculum**

Total Units: 19-20 units

**Prerequisite (0-1 units):**

HED 120- Responding to Emergencies - CPRFPR Units: 1 OR Current equivalent certification

**Required courses (12 units):**

REC 252 - Diving First Aid, Introduction to HSU Diving Units: 1

REC 262 - Beginning SCUBA Units: 4

REC 362 - Master Diver Units: 4

REC 471 - Scientific Diving Units: 3

**Complete two courses (minimum 7 units) selected from the following list:**

ANTH 350 - Method & Theory in Archaeology Units: 4

ANTH 354 - Cultural Resource Management Units: 4

ANTH 357 - Field Archaeology Units: 3

ANTH 359 - Special Topics in Archaeology Units: 1-4 (upon approval of advisor)



# Individualized Degree Program (IDP)

ICC Presentation, September 6, 2022  
Rebecca Robertson, IDP Director

# IDP Goals

## GRADUATION INITIATIVE 2025 GOALS



Achievement Gaps: 0 Points



- Provide students the opportunity to design an individualized major to meet their specific educational goals
  - Support the success of students with a high number of units without a clear pathway to graduation
  - Offer a pathway for students seeking highly unique and creative degree programs
- Serve as an incubator for innovative degree pathways and new academic programs

# Examples of IDPs at other Institutions

- Cal Poly SLO
  - Student designed pathway in Liberal Arts and Engineering
- Athens State University
  - Program includes core courses
  - Online pathway
- University of Wisconsin, Stout  
(Wisconsin's Polytechnic University)
  - Credit for prior learning/internship
  - Online pathway possible
- Metropolitan State University, Denver
  - Center for Individualized Learning (workshops, academic innovation initiatives, incubator for new programs)







# Cal Poly Humboldt IDP

## Flexibility

- BA/BS
- Online pathway
- Student plan of study may include courses from 2+ disciplines
- Internship
- Combine certificates/minors

## Structure

- Include core courses (Intro to IDP, Capstone...)
- Signature assignments/activities (plan of study, Senior project/portfolio)

## Innovation

- Facilitate faculty designed plans (incubate new degree programs)
- Offer customizable off the shelf IDPs (pre-med...)



## Build the program into existing Interdisciplinary Studies Major

- Interdisciplinary Studies was previously a student designed major (discontinued in 2010)
- Currently, Dance Studies and Leadership Studies are concentrations in Interdisciplinary Studies
- Timeline

Ideas, Feedback...

***Guidelines for Approving New Degree Programs, Credential Programs, Concentrations, Minors, and Certificates at Cal Poly Humboldt***

***Introduction***

The Academic Planning and Program (APPC) subcommittee of the Integrated Curriculum Committee (ICC) is working to maintain curricular guidelines for degree programs (Bachelor's, Credentials, and Master's degrees), Concentrations, Minors, and Certificates, that align with the most current campus, system, accreditation, and state policies and laws. When proposing a new curriculum, faculty should use this document as a guide and follow all steps and deadlines included.

***Getting Started***

The curriculum being proposed is a new:

Certificate      Minor      Concentration      Bachelors & Masters Degree or Credential Program



[Start Here](#)   [Start Here](#)   [Start Here](#)

Are you elevating a concentration into a degree?

Yes

No



[Start Here](#)

Does the program meet the [criteria for fast tracked proposals](#)?

Yes

No



[Start Here](#)

[Start Here](#)

## ***New Certificate***

Certificates can be offered stateside or self-support through CEEGE depending on the goals and target audience of the certificate. Self-support certificates that are not intended to be credit bearing can be developed in consultation with CEEGE and do not need to complete the review process outlined below. All Stateside certificates and Self-support certificates that are credit bearing must complete the review process outlined below.

Initial planning for a new certificate program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs, involved program faculty, and the College of Extended Education and Global Engagement (CEEGE) as appropriate. Departments are encouraged, but not required, to consult the APPC as well at this stage. Consulting the APPC is especially encouraged with interdisciplinary programs and interdisciplinary collaborations are expected to bring all stakeholders into the discussion and planning in the early stages.

New Certificate proposal include submission of the New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the certificate, the connection between the certificate and the campus mission, the campus and societal need for the certificate, define the curriculum, and defining necessary resources to support the certificate. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the certificate proposal will be reviewed. In addition, notification of the new program proposal will be provided to department chairs and program leads. Typically, proposals go through several revisions at this point as the APPC subcommittee and the program collaborate to ensure the program will meet all university, system, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APPC is able to approve the proposal (by consensus), it will be moved to the full ICC for review. The program proposers will be invited by the ICC chair to the ICC meeting where the Certificate proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC (by simple majority vote), the proposal will move to the University Senate where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office for approval.

The ICC will consider the factors listed below in review of these proposals:

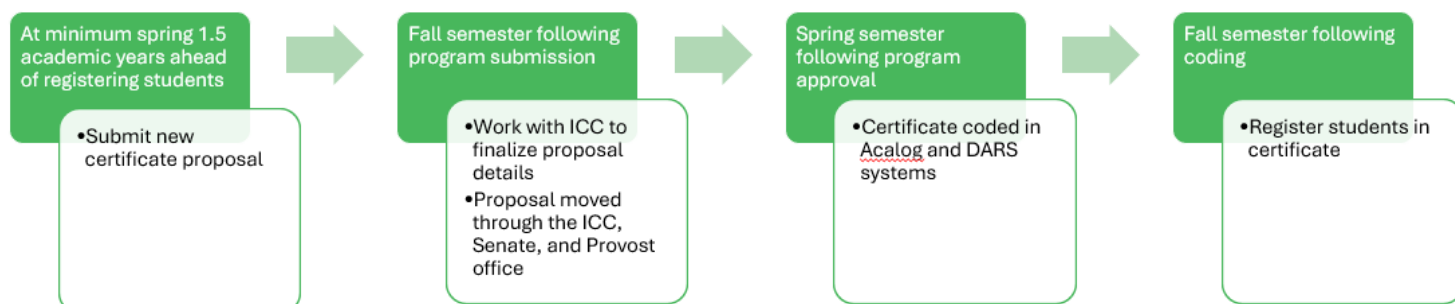
- I. **That the certificate complies will all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA 21-06)**
- II. **COHERENT CURRICULUM**

- A. The certificate has a stated curricular focus and corresponding set of related program and student learning outcomes and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Student Learning Outcomes](#).
- B. To ensure that students easily understand the certificate requirements, the curriculum will include all required courses (no hidden prerequisites).
- C. New certificates will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this certificate is similar to or different from existing programs at Cal Poly Humboldt.

### III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the certificate. A five-year course rotation plan will show what courses will need to be offered for the program.
- B. The proposal will provide evidence of student interest and demand for this new certificate. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the certificate.
- C. For certificates that are running through CEEGE, an MOU detailing the resources and oversight of the program will be required prior to approval of the proposal in the ICC.

#### Timeline



## ***New Minor***

Initial planning for a new minor program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs, involved program faculty as appropriate. Departments are encouraged, but not required, to consult the APPC as well at this stage. Consulting the APPC is especially encouraged with interdisciplinary programs and interdisciplinary collaborations are expected to bring all stakeholders into the discussion and planning in the early stages.

New minor proposals include submission of the New Minor/Certificate Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the minor, the connection between the minor and the campus mission, the campus and societal need for the minor, the definition of the curriculum, and the definition of necessary resources to support the minor. For a full description of the items needed as part of Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the minor proposal will be reviewed. Department Chairs and Program Leads will be notified via email about the new program being proposed. Typically, proposals go through several revisions at this point as the APPC subcommittee and the program collaborate to ensure the program will meet all university, system, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APPC is able to approve the proposal (by consensus), it will be moved to the full ICC for review. The program proposers will be invited by the ICC chair to the ICC meeting where the minor proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC (by simple majority vote), the proposal will move to the University Senate where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office for approval.

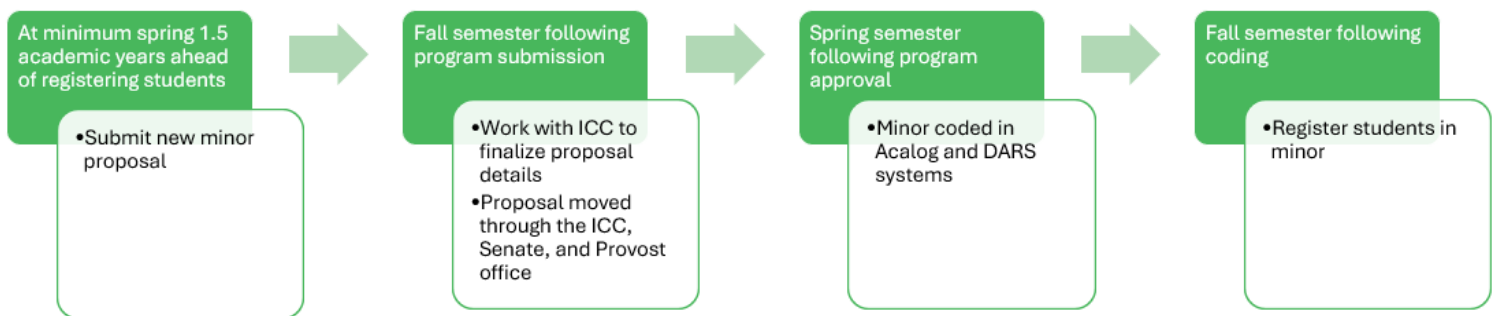
The ICC will consider the factors listed below in review of these proposals:

- I. **That the minor complies with all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA 21-06)**
- II. **COHERENT CURRICULUM**
  - A. The minor has a stated curricular focus and corresponding set of related program and student learning outcomes and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Student Learning Outcomes](#).
  - B. To ensure that students easily understand the certificate requirements, the curriculum will include all required courses (no hidden prerequisites).
  - C. New minors will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this minor is similar to or different from existing programs at Cal Poly Humboldt.

### III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the minor. A five-year course rotation plan will show what courses will need to be offered for the program.
- B. The proposal will provide evidence of student interest and demand for this new minor. Where appropriate, the evidence for student interest should also include information about enrollment trends expected in the minor.
- C. The proposal will include an initial and long-term viability statement (assurance?) from the appropriate Dean.

#### Timeline



## ***New Concentration***

Initial planning for a new concentration should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs, involved program faculty as appropriate. Departments are encouraged, but not required, to consult the APPC as well at this stage. Consulting the APPC is especially encouraged with interdisciplinary programs and interdisciplinary collaborations are expected to bring all stakeholders into the discussion and planning in the early stages.

New concentration proposals include submission of the New Concentration Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the concentration, the connection between the concentration and the campus mission, the campus and societal need for the concentration, define the curriculum, and defining necessary resources to support the concentration. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the concentration proposal will be reviewed. Typically, proposals go through several revisions at this point as the APPC subcommittee and the program collaborate to ensure the program will meet all university, system, and state policies, laws, and procedures. Typically, proposals go through several revisions as the APPC subcommittee and the program collaborate to ensure the program will meet all university, system, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APPC is able to approve the proposal (by consensus), it will be moved to the full ICC for review. The program proposers will be invited by the ICC chair to the ICC meeting where the full program proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC (by simple majority vote), the proposal will move to the University Senate where it will be formally voted on for approval.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office, and finally the CSU Chancellor's Office for system level approval.

The ICC will consider the factors listed below in review of these proposals:

**That the concentration complies will all criteria in the [Policy Governing Proposed Minors, Academic Credit-Granting Certificates, and Concentrations](#) (VPAA (21-06))**

### **I. COHERENT CURRICULUM**

- A. The concentration has a stated curricular focus and corresponding set of related program and student learning outcomes.
- B. The set of courses required in the concentration is justified with respect to the development of student learning. Duplication of content in proposed and existing courses will be reviewed.
- C. All undergraduate degree proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential



programs, the Chancellor's Office generally will not approve programs of more than 120 units.)

1. Degree units required in the CSU:

- a) Bachelor of Arts: minimum 24 semester units, at least 12 shall be upper division
  - b) Bachelor of Science: minimum 36 semester units, at least 18 shall be upper division
  - c) Bachelor of Fine Arts: maximum 70 semester units, at least one-fourth of which shall be devoted to theory and content as distinguished from studio, production, and performance
  - d) In addition, the program will create 4-year major academic plans (MAPs) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed lower division CSU General Education and/or a similar Associate's Degree for Transfer at a California Community College can effectively transition from community college programs to completing their degree in two more years (60 units). See [MAP resources](#).
- D. The concentration must constitute less than one half of the units required in the major program, as dictated by [EO 1071](#).
- E. To ensure that students easily understand the degree requirements, the concentration curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- F. New concentrations will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this Concentration is similar or different from existing programs at Cal Poly Humboldt.

### III. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the new concentration. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. The proposal will provide evidence of student interest and demand for this new concentration. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends.
- C. The proposal will include an initial and long-term viability statement (assurance?) from the appropriate Dean.

### Timeline

**<Being Added>**

### ***New Degree Program Proposals***

Initial planning for a new degree program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs, and Council of Graduate Coordinators as appropriate. Departments are encouraged, but not required, to consult the APPC as well at this stage. Consulting the APPC is especially encouraged with interdisciplinary programs and interdisciplinary collaborations are expected to bring all stakeholders into the discussion and planning in the early stages.

### **Step One: Projected Degree Proposal for Addition to the Academic Master Plan (AMP)**

**The first step** includes submission of the Projected Degree Proposal Form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission, the campus and societal need for the degree, and defining necessary resources to support the program. The [Projected Degree Proposal Form](#) and the [WSCUC Substantive Change Program Screening Form](#) should be completed in their entirety to define the critical components of the program. These forms are the required materials to submit to the CSU Chancellor's Office to be added to Cal Poly Humboldt's Academic Master Plan (AMP). For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the projected degree proposal will be reviewed. Department Chairs and Program Leads will be notified via email of the new program being proposed to foster collaborative engagement and transparency in curricular developments. After APPC approval (by consensus) to move forward, the projected degree proposal will be moved to the full ICC for consideration. ICC approval by simple majority vote will forward the Projected Degree Proposal to the Provost's office and then to the Chancellor's Office (CO) to add the program to Cal Poly Humboldt's Academic Master Plan. The ICC's response to the initial proposal will be transmitted to the Senate as an informational item. Once the program is approved by the Board of Trustees (BOT) for addition to Cal Poly Humboldt's AMP, the campus has permission to begin full-scale planning for the new degree and has up to 5 years to complete step 2.

### **Standards for Step One: Projected Degree Proposal**

The ICC will consider the factors listed below:

1. The degree supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Student Learning Outcomes](#).
2. The degree is grounded in a recognized scholarly discipline.
3. The degree serves a recognized student or societal need.

### **Step Two: Full Program Proposal**

**The second step** of the process requires completing a draft of the CO's paperwork for New Programs ([New Degree Proposal Template](#)) which shall be submitted to Curriculog as part of a New Degree Program Proposal. As appropriate, associated course change, new course, program change, or concentration change proposals will also be submitted via Curriculog. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#). In this step, the proposed curriculum, student learning outcomes,

and resource implications of the program will be examined in detail. In addition, proposals may want an external evaluation by a content expert, and are encouraged to do so. Typically, proposals go through several revisions at this point as the APPC subcommittee and the program collaborate to ensure the program will meet all university, system, and state policies, laws, and procedures.

Once this collaborative process has occurred and the APPC is able to approve the proposal (by consensus), it will be moved to the full ICC for review. Department Chairs and Program Leads will be notified again about the proposal and the remaining timeline. The program proposers will be invited by the ICC chair to the ICC meeting where the full program proposal will be reviewed to participate directly in that discussion. Upon approval by the ICC (by simple majority vote), the proposal will move to the University Senate where it will be formally voted on for approval.

The Senate resolution recommending approval of the program will include information about the expected start-up date for the program as well as a statement that the program and the Provost will negotiate appropriate benchmarks for the program. Upon establishment of these benchmarks, it will be provided to the Senate as an informational item.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office, and finally the CSU Chancellor's Office for system level approval.

## **Standards for Step Two: Full Degree Proposal**

The ICC will consider the factors listed below:

### **I. COHERENT CURRICULUM**

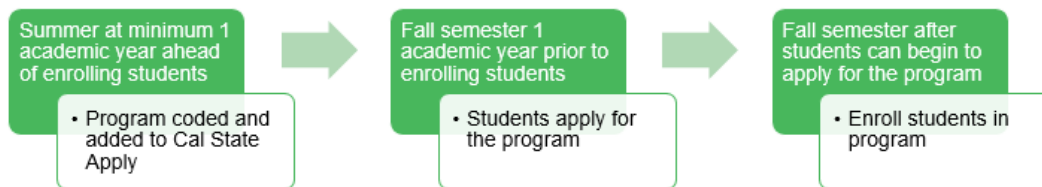
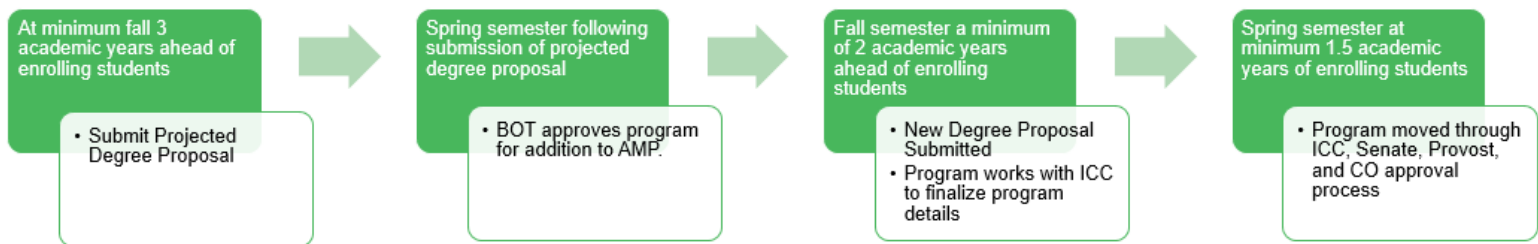
- A. The degree program has a stated curricular focus and corresponding set of related program and student learning outcomes.
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. All undergraduate degree proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential programs, the Chancellor's Office generally will not approve programs of more than 120 units.)
  1. Degree units required in the CSU:
    - a) Bachelor of Arts: minimum 24 semester units, at least 12 shall be upper division
    - b) Bachelor of Science: minimum 36 semester units, at least 18 upper division shall be upper division
    - c) Bachelor of Fine Arts: maximum 70 semester units, at least one-fourth of which shall be devoted to theory and content as distinguished from studio, production, and performance

- d) In addition, the program will create 4-year major academic plans (MAPs) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed lower division CSU General Education and/or a similar Associate's Degree for Transfer at a California Community College can effectively transition from community college programs to completing their degree in two more years. See [MAP resources](#).
  - e) If the proposed program has multiple concentrations, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program, as dictated by [EO 1071](#).
- D. To ensure that students easily understand the degree requirements, the Major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- E. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar or different from existing programs at Cal Poly Humboldt.
- F. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

## II. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need Accreditation, the proposal will discuss the implications of this including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.
- D. The proposal will include an initial and long-term viability statement (assurance?) from the appropriate Dean.

## Timeline



***Fast Track Proposal Criteria***

Programs that meet all six of the CO's criteria may be eligible to propose a new program with the fast track process. These criteria are:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).
4. It is consistent with all existing state and federal law and Trustee policy.
5. It is either a bachelor's or master's degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

### ***Fast Track Proposals***

Initial planning for a new degree program should begin with extensive informal conversations with all interested parties including the departmental faculty, Dean(s), and College Council(s) of Chairs, and Council of Graduate Coordinators as appropriate. Departments are encouraged, but not required, to consult the APPC as well at this stage. Consulting the APPC is especially encouraged with interdisciplinary programs and interdisciplinary collaborations are expected to bring all stakeholders into the discussion and planning in the early stages.

Fast tracked proposals must meet all six criteria outlined by the CO and do not require programs to wait until the projected degree proposal is approved by the Board of Trustees (BOT) for the Academic Master Plan (AMP) to complete the full program proposal. Instead, the projected degree proposal and full program proposal are submitted to the CO at the same time after completing the University review process.

Submission of fast track proposals includes submission of the Projected Degree Proposal Form and the New Degree Proposal form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission, and the campus and societal need for the degree, and defining necessary resources to support the program. These forms are the required materials to submit to the CSU Chancellor's Office. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the degree proposal will be reviewed. Department Chairs and Program Leads will be notified via email of the new program being proposed to foster collaborative engagement and transparency in curricular developments. After APPC approval (by consensus) to move forward, the projected degree proposal will be moved to the full ICC for consideration. ICC approval by simple majority vote will forward the proposal to the Senate.

The Senate resolution recommending approval of the program will include information about the expected start-up date for the program as well as a statement that the program and the Provost will negotiate appropriate benchmarks for the program. Upon establishment of these benchmarks, it will be provided to the Senate as an informational item.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office, and finally the CSU Chancellor's Office for system level approval.

The ICC will consider the factors listed below in review of these proposals:

#### **I. COHERENT CURRICULUM**

- A. The degree program has a stated curricular focus and corresponding set of related program and student learning outcomes and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Student Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student



learning outcomes. Duplication of content in proposed and existing courses will be reviewed.

- C. All undergraduate degree proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential programs, the Chancellor's Office generally will not approve programs of more than 120 units.)

- 1. Degree units required in the CSU:

- a) Bachelor of Arts: minimum 24 semester units, at least 12 shall be upper division
    - b) Bachelor of Science: minimum 36 semester units, at least 18 upper division shall be upper division
    - c) Bachelor of Fine Arts: maximum 70 semester units, at least one-fourth of which shall be devoted to theory and content as distinguished from studio, production, and performance
    - d) In addition, the program will create 4-year major academic plans (MAPs) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed lower division CSU General Education and/or a similar Associate's Degree for Transfer at a California Community College can effectively transition from community college programs to completing their degree in two more years. See [MAP resources](#).
    - e) If the proposed program has multiple concentrations, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program, as dictated by [EO 1071](#).

- D. To ensure that students easily understand the degree requirements, the Major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
- E. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar or different from existing programs at Cal Poly Humboldt.
- F. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

## II. RESOURCES AND VIABILITY

- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.

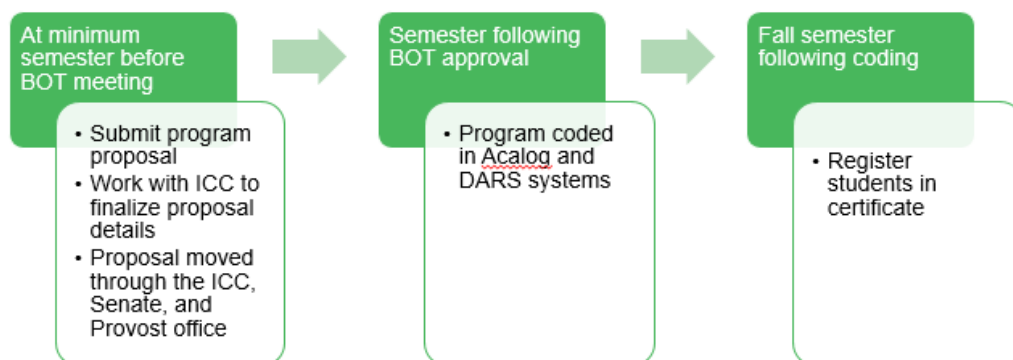
- B. If the new program will need Accreditation, the proposal will discuss the implications of this including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.
- D. The proposal will include an initial and long-term viability statement (assurance?) from the appropriate Dean.

### Timeline

The CO has two deadlines for fast track approval:

The first Monday in January—for July approval

The second Monday in June—for December approval



### ***Concentration Elevation***

Concentration Elevations follow a different pathway than building a new degree from scratch and do not require approval from the Board of Trustees (BOT) to be added to the Academic Master Plan (AMP) before working on the proposal.

Submission of concentration elevations includes submission of the Concentration Elevation Proposal form in the curriculum management system (Curriculog) that describes the purpose and characteristics of the degree, the connection between the degree and the campus mission, and the campus and societal need for the degree, and defining necessary resources to support the program. These forms are the required materials to submit to the CSU Chancellor's Office. For a full description of the items needed as part of respective Curriculog proposals, please see the [Curriculog Proposal Guide](#).

The proposers will be invited by the ICC chair to the APPC meeting to participate in the discussion where the degree proposal will be reviewed. Department Chairs and Program Leads will be notified via email of the new program being proposed to foster collaborative engagement and transparency in curricular developments. After APPC approval (by consensus) to move forward, the projected degree proposal will be moved to the full ICC for consideration. ICC approval by simple majority vote will forward the proposal to the Senate.

The Senate resolution recommending approval of the program will include information about the expected start-up date for the program as well as a statement that the program and the Provost will negotiate appropriate benchmarks for the program. Upon establishment of these benchmarks, it will be provided to the Senate as an informational item.

Upon approval of the proposal by the University Senate, the proposal will proceed to the Provost's office, and finally the CSU Chancellor's Office for system level approval.

The ICC will consider the factors listed below in review of these proposals:

#### **I. COHERENT CURRICULUM**

- A. The degree program has a stated curricular focus and corresponding set of related program and student learning outcomes and supports the University Vision/Mission/Core Values and [Cal Poly Humboldt Student Learning Outcomes](#).
- B. The set of courses required in the degree program is justified with respect to the development of student learning; each course in the degree is mapped to student learning outcomes. Duplication of content in proposed and existing courses will be reviewed.
- C. All undergraduate degree proposals are expected to demonstrate that students can complete the major and all General Education/All-University requirements in no more than 120 units. (With the exception of combined BA/Credential programs, the Chancellor's Office generally will not approve programs of more than 120 units.)
  1. Degree units required in the CSU:
    - a) Bachelor of Arts: minimum 24 semester units, at least 12 shall be upper division
    - b) Bachelor of Science: minimum 36 semester units, at least 18 upper division shall be upper division

- c) Bachelor of Fine Arts: maximum 70 semester units, at least one-fourth of which shall be devoted to theory and content as distinguished from studio, production, and performance
  - d) In addition, the program will create 4-year major academic plans (MAPs) to demonstrate that students can complete all the degree requirements in that time. Similar 2-year plans will be developed for transfer students showing how students who have completed lower division CSU General Education and/or a similar Associate's Degree for Transfer at a California Community College can effectively transition from community college programs to completing their degree in two more years. See [MAP resources](#).
  - e) If the proposed program has multiple concentrations, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program, as dictated by [EO 1071](#).
- D. To ensure that students easily understand the degree requirements, the Major curriculum will include all required courses (no hidden prerequisites, no pre-major courses).
  - E. New degree programs will not duplicate existing offerings at Cal Poly Humboldt. Where appropriate, the proposal will address ways that this degree is similar or different from existing programs at Cal Poly Humboldt.
  - F. The program will provide comparisons of the proposed degree curriculum to that of similar programs at comparable institutions in order to demonstrate how much this program reflects trends in the discipline.

## **II. RESOURCES AND VIABILITY**

- A. The proposal will discuss resources needed for the new program. A five-year course rotation plan will show what courses will need to be offered for the program. Based on this plan, the proposal will include a calculation of the number of FTEF needed to teach the curriculum, and the number of majors needed for classes to have sufficient enrollment. In addition, the proposal will identify significant needs including new faculty, facilities, equipment, staff, library resources, advising needs, etc.
- B. If the new program will need Accreditation, the proposal will discuss the implications of this including costs and standards for accreditation such as SFR, curriculum, or educational background of faculty.
- C. The proposal will provide evidence of student interest and demand for this new degree program. Undergraduate programs should address both first-time and transfer student interest and demand. Some of the evidence will include comparisons with similar degree programs at comparable institutions, and/or predictions of future employment trends. The program will provide information about the number of majors in the comparable degree programs and the annual number of graduates. Where appropriate, the evidence for student interest should also include information about enrollment trends in the discipline.
- D. The proposal will include an initial and long-term viability statement (assurance?) from the appropriate Dean.

## **Timeline**

<Being Added>

Superseeds 36-11-12ICC

Developed by the Integrated Curriculum Committee, 04/17/12

University Senate: Passed Unanimously, 04/24/12 (Resolution #36-11/12-ICC)

Provost Snyder: Approved 05/02/12