

Cal Poly Humboldt
Integrated Curriculum Committee Meeting Minutes
22/23:3 09/20/2022

<https://humboldt.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=e7fcb397-5b6e-4dfd-a7e5-af1601292941>

Tuesday, September 20, 2022, 9:00am, Zoom and FH 235

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, September 20, 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 September 6, 2022

The minutes will be available for approval at the next meeting

See: ICC Agenda Meetings AY 22-23 Folder

[ICC Bylaws](#)

[ICC Workflow Diagram](#)

Time		Notes
	1. Consent Calendar The committee approved the items on the consent calendar via	

	general consent	
9:00-9:10	<p>2. Maritime Archeology Certificate Resolution</p> <p>ANTH updated outcomes as per ICC feedback</p> <p><u>Maritime Archeology Certificate</u></p> <p>Professor 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</p> <p>Minor/Cert rationale box could be an option</p> <p>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.</p> <p>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.</p> <p>Professor Risling-Baldy suggested they add an outcome specific to tribes as a goal, such as demonstrating an understanding of tribal sovereignty and nationhood.</p> <p>Chair Anderson asked for any objections to move to SenEx agenda; there were none. The item will move forward to the SenEx agenda for consideration.</p> <p>Maritime Archaeology - Certificates of Study - 21-1608. A newly proposed certificate that provides background information and foundational knowledge in maritime history and archaeology.</p>	Jill

	<p>The Certificate will help prepare students for graduate education in this field. Upon completion, students will have diving qualifications and basic maritime archaeological skills to assist in maritime archaeological projects.</p>	
9:10-9:15	<p>3. Anthropology BA to BS - Resolution</p> <p>a. Anthropology, B.S. - Change Concentration/Emphasis Requirements - 21-1563</p> <p>i. New Concentration Form (Biological Anthropology) 22-1703</p> <p>ii. New Concentration Form (Linguistic Anthropology) 22-1704</p> <p>iii. New Concentration Form (Sociocultural Anthropology) 22-1705</p> <p>iv. New Concentration Form (Archeology) 11-1702</p> <p>The proposed Bachelor of Science in Anthropology program is a restructuring of the current Anthropology BA. As part of this change, the program is proposing four concentrations: Archeology, Biological Anthropology, Linguistic Anthropology, Sociocultural Anthropology. These concentrations align with the four subdisciplines of Anthropology and all courses are already existing with no new courses being proposed to support this proposal. The proposed program aligns with disciplinary trends that align with the structure of a BS, specifically moving towards a more prescribed coursework incorporating the principles and methods of science that are intrinsic in the discipline and is in alignment with the other Cal Poly Campuses offering BS in Anthropology. All changes are in alignment with EO 1071 and Title 5.</p> <p>Professor Ramsier explained the overview is that they're changing and formalizing what had previously been emphasis into four concentrations. The degree itself isn't changing a lot, the goal was to move students smoothly from the BA to the BS. Previously were 3 emphasis, students were being pushed to take a number of interdisciplinary electives depending on their career paths, but there wasn't a formal way to put those on the degree path. Kept the arch</p>	Consent Approval

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	<p>“emphasis” became “concentrations” and the third one is now parsed out into two different ones. This allows for more development in each concentration, and each concentration has a list of electives they can choose from. These changes are to make sure students are ready to compete for jobs/grad school after they finish this degree and having this training. This transition was wanted for a few decades and it is also in line with the nationwide trends for this. Still fairly low unit for BS but they meet CSU guidelines but there is still room for students to take minors or electives.</p> <p>GSP 101 Lab is just GSP 101.</p> <p>Title 5 and EO 1071 are all followed here.</p> <p>Questions:</p> <p>Mark offered this has been an interesting conversation. Still marveling at how little letter of the law difference there is between a BA and BS, offered collegial praise to Marissa and colleagues.</p> <p>Professor Risling Baldy stated that the NAS department is going to be sending in a tailored response to ANTH from NAS, and that students have consistently been searching for a way to find more interdisciplinary courses to their majors, and shared that students have asked why NAS courses are not a core part of their major. She shared a slight concern that changing to BS would necessitate to study of objects that come from traditional places or items on campus; concern about the type of fieldwork the students will be doing—are there going to bring remains on the campus?</p> <p>Professor Ramsier explained it’s really important to move the discipline away from where it was before, some of those concerns are being worked into the discipline. Received suggestion to put an NAS course into the core, if ANTH can’t do it right now, they’d love to have more time to flesh that out and add something soon. Changing to BS won’t increase items coming in, ANTH is not planning to make changes and will continue to not include skeletal remains or anything, the only medical remains on campus are medical donations, and there are no specimens of unknown origin, they all went to the coroners office.</p> <p>Registrar Robinson chatted: I wanted to give kudos to Anthropology for really jumping into the Transfer Model Curriculum/AA-T/AS-T review process and identifying a number of new transfer pathways under the new BS program. :D</p>	
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9:25-9:45	<p>4. ICC Bylaws Update</p> <p>a. ICC bylaws with proposed track changes</p> <p>Chair Anderson explained that some proposed changes are more pronounced, how info will be shared out so that they can improve collaboration and communication within the process. One of the things brought up is that ICC membership is representative, according to the bylaws, everybody except the AVP of academic programs have a vote, which means that some MPP folks have a vote. The question brought up has been should the voting system be changed or does it make sense as is.</p> <p>Professor Moyer opined that everybody voting is fine</p> <p>Professor Madar asked whether since faculty own curriculum, maybe should only faculty be voting?</p> <p>Professor Moyer responded that the whole point of being integrated is to have everyone's voice in the process so that tons of work isn't done and then denied</p> <p>Assc Director Wicklund stated given history of integrated of the ICC, it makes sense to have broader voting panel than just faculty, he shared that his eyebrows were raised when he learned that the vice provost doesn't have a vote but all the deans do—he doesn't understand the rationale behind that.</p> <p>Professor Risling Baldy had some questions about the change in membership of the GEAR committee especially, there was one at large person that was taken off, and have the addition of three admin positions as well, which is like a lack of faculty voice. She shared that the student rep seat has not been filled historically, so she doesn't know how to address the lack of student rep, is there a way to say "student rep or designated staff member" or something to help get more student representation?</p> <p>Chair Anderson explained that lack of at large person was an error and it is now corrected, she will look into workarounds to address the lack of student participation. There needs to be language about appealing a decision to somewhere, an ad hoc committee or the Senate, or something independent than the original body that rejected it or denied the proposal</p>	First Look

9:45-9:50	<p>5. Interdisciplinary Proposal Guidelines</p> <p>The attached is a working document that contains a collection of thoughts from discussions last AY on interdisciplinary program proposals, there are certainly things missing from this document. This discussion is meant to serve as a time to collect input on what is missing/needs to be expanded upon/roadblocks or questions that have arisen in the process.</p>	
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Approval of the Consent and Voting Action Calendar

The below proposals were approved via general consent.

[ART - 346 - 21-1288 - Course Change - Sculpture: Material and Methods](#)

Minor description change:

Current: Continuation and development of skills with emphasis on newer media. Work with public art, ephemera, installation, earth works, performance.

Proposed: Continuation and development of skills with emphasis on mold making, bronze casting, wax and patina working, body casting, fiberglass reinforced resin, etc.

[ENGL - 323 - 21-1666.](#)

Course Suspension. Course not offered since 2019.

[ENGL - 328 - 22-1670 - Course Change - Structure of American English](#)

Removal of course prerequisite.

[ENGL - 406 - 22-1671 - Course Change - Theories and Technologies of Writing](#)

Addition of prerequisite to support articulation into updated program.

[ENGL - 424 - 22-1667 - Course Suspension - Communication in Writing I](#)

Course suspension. Course not offered since 2019.

[SED - 790 - 22-1731 - Course Change - Supervised Teaching Experience](#)

Change C Classification from S36 to S25 to accurately reflect the nature of the course. This is in alignment with other teaching supervision courses.

Guidelines on Interdisciplinary Proposals

With an increase of interdisciplinary curriculum proposals, the guidelines outlined below were created to provide a framework for developing and supporting cohesive and high quality interdisciplinary educational opportunities. All interdisciplinary programs are required to meet the same policies and procedures for program proposals, curriculum, and assessment as all other programs.

Who should submit the curricular proposals

- Program proposal: the administrative home department for the program
- New course or course change proposals: the administrative home department for that particular course

Program Coordination

Interdisciplinary programs should identify who will be responsible for the ongoing coordination of the program including curriculum planning and [assessment](#), proposing any needed changes to the program, monitoring resource needs, and communicating program needs to the appropriate Dean(s). Programs are free to select the structure that meets the needs of the program, including but not limited to the use of a steering committee, a single individual, department chair, etc.

Commented [1]: I added a comment on the template that I think we should be explicit that interdisciplinary programs will need to conduct annual assessment and periodic program review just like any other degree program. Responsible parties and logistics for these are less obvious, less easily attainable.

In describing the program coordination structure, the following should be included:

- Selection of the program coordinator(s) and in the event of multiple coordinators, the makeup of the group.
- How long the coordinator(s) is expected to serve
- If applicable, expected frequency of meetings
- Responsibilities of the coordinator(s)
- How participation as a program coordinator will be accounted for in workload
- Process for identifying, proposing, and voting (if applicable) on administrative changes to the program, resource needs, or changes to the program curriculum

MOUs

MOUs serve the purpose of outlining specific understandings and agreements across departments and colleges that will support the interdisciplinary program. A signed MOU is required to be uploaded as part of the program proposal. MOUs should include the information below and follow [this template](#).

Commented [2]: I gather that the MOU is too early in the process to require an assessment plan and curriculum matrix. The CO requires them in program proposals, but perhaps that comes later?

- Where the program of study is administratively housed
- Process for course scheduling
- Verification that funding is available for classes to run and in sufficient manner for program completion
- PLOs each department will be responsible for assessing (based on the classes home department)

- Plan for how the annual assessment and periodic program evaluation will be managed, written, and submitted for the program
- How long the MOU is expected to operate
- The structure of program coordination and all details outlined in the program coordination section above
- How advising will be handled for the program
- The administrative support coordinator needs and structure