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Tuesday, October 4, 2022, 9:00am, Zoom and FH 235

Chair Jill Anderson called the meeting to order at 9:00am on Tuesday, October 4, 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 were approved via general consent

1. Welcome
 - a. Chat Guidelines
 - i. Stack-Comment to add to the discussion
 - ii. DR- Direct response to a comment made
 - iii. Q-Questions
 - b. Approval of the minutes from the meeting on [September 6, 2022](#)
 - c. Subcommittee Reports

2. [Consent and Voting Action Calendar](#)

The below consent and voting action calendar items were approved via general consent

3. Anthropology BA to BS - [Resolution](#)

Professor Ramsier explained the changes 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.

4. Applied Anthropology MA - [Resolution](#)

[The Applied Anthropology MA- 22-1641](#) established the Piloted program as a permanent offering. The five year pilot timeline ran out in restructuring the program from self-support to state side. The program is primarily online. The program focuses on the application of anthropological perspectives, methods, theories, and practices to human and environmental problems in academic, professional, and global contexts. Applied anthropology crosses traditional disciplinary boundaries and is relevant to students with backgrounds in the sciences, humanities, and professional studies. 8 course changes, 2 new courses and 1 course suspension.

[ANTH - 670 - Course Change - 22-1673](#)

Change from 2 to 3 units. Update course title from Introduction to Applied Anthropology to Core Concepts in Applied Anthropology. Change course description from 'Introduction to Anthropological Perspectives, methods, theories, and practices applied to human and environmental problems in in depth examination of academic, professional, and global contexts; evaluation, deliberation, and debate of current issues; developmental issues/goals of research interests.' to 'Explore anthropological perspectives, theories, and practices, and examine academic, professional, and global contexts in which they are applied; deliberate and evaluate the principles, values and contributions of anthropological approaches.' Remove co-requisite: ANTH 671.

[ANTH 671 - Course Change - 22-1674](#)

Change C-Classification from C-7 to C-5. Update course description from 'Intensive overview of methods and materials used within applied archaeological, biological, and cultural anthropology. Topics include ethnographic data collection, structured observation, interviewing, excavation, lab

techniques, materials/ artifact/skeletal analysis, and data management.’ to ‘Examine methods pertinent to applied aspects of anthropology as a whole and within the subdisciplines’. Remove co-requisite: ANTH 670.

[ANTH 672 - Course Change - 22-1675](#)

Change course description from ‘Connect anthropological theory and practice in order to address human problems in concrete settings. Develop critical evaluation of and effectively communicate about problems and interactions between humans and their environments.’ to ‘Connect anthropological theory and practice to address human problems in concrete settings. Develop skills to critically evaluate and effectively communicate about problems and interactions between humans and their environments.’

[ANTH 673 - Course Deletion - 22-1676](#)

Delete course and remove from the MA Applied Anthropology program.

[ANTH 674 - Course Change - 22-1677](#)

Update course title from ‘Research Project Design’ to ‘Project Design and Management’. Update course description from ‘Guided preparation of research proposals or grant applications, with a focus on student initiative and responsibility. Theoretical and methodological topics include defining questions, designing fieldwork, proposal evaluation criteria, and peer review’ to ‘Study methods and strategies for designing and managing research and applied projects. Develop testable questions and measurable outcomes, design lab/fieldwork, complete literature review/research, design data/project management plans, learn to prepare grant proposals, and practice peer review and proposal evaluation’. Remove co-requisite: ANTH 671.

[ANTH 676 - New Course -22-1678](#)

Anthropological Engagements (3) - Explore forms of anthropological engagement, such as: collaboration, advocacy, activism, support, and education. Evaluate approaches to engaging the public, stakeholders, and clients. Study methods for informing, designing, and facilitating events, meetings, courses, workshops, and informational resources. The material that makes up this course was previously spread across other courses, including two that are being eliminated (ANTH 673 and 678).

[ANTH 678 - Course Suspension - 22-1682](#)

Suspend course and remove from the MA Applied Anthropology program curriculum.

[ANTH 682 - Course Change - 22-1679](#)

Change course title from 'Anthropology Internship/Field Placement' to 'Internship/Field Placement'. Change course description from 'Engages students with the work of research libraries, museums, community organizations, government agencies, and other institutions to enhance students' knowledge of sources, research methodologies, institutional cultures, and work environments.' to 'Engage directly in anthropology-related work, such as in research libraries, museums, community organizations, field programs, government agencies, and/or other agencies; enhance knowledge of sources, methodologies, institutional cultures, and work environments'. Remove pre-requisite: ANTH 670 and 671.

[ANTH 690 - Course Change - 22-1680](#)

Change course description from 'Thesis/project research and writing, peer review, and presentation of thesis or project for committee evaluation.' to 'Thesis/project research, writing, revision in response to committee feedback, and presentation of thesis or project for committee evaluation.'

[ANTH 618 - Course Change - 22-1681](#)

Change course description from 'Gain experience in qualitative research methods and analysis (participant observation, interviews, artifact and qualitative data analysis). Students learn to collect and analyze qualitative data as well as present research results.' to 'Learn and apply qualitative research methods and analysis (participant observation, interviews, artifact and qualitative data analysis). Collect and analyze data, and communicate results'. Remove pre-requisite: ANTH 670 & 671.

[ANTH - 581 - 22-1683 - New Course -](#)

Description: In-depth study of modern approaches and growing fields of interest across archaeology. Topics vary. Variable units 1-4.

Professor Moyer asked about course 580, and whether it needs to have a description attached as it is a special topics course. Professor Ramsier explained that this is kind of the precursor to the 4 plus 1, where they integrate the MA with an BA, and offer joint courses, so rather than leaving it unspecified, the department wanted to give more tags as specifically a special topic in archeology.

5. ICC Bylaws - [Resolution](#)

- a. [Current Bylaws \(Clean\)](#)
- b. [Revised Bylaws with track changes](#)
- c. [Revised Bylaws \(Clean\)](#)

The proposed changes to the ICC Bylaws were discussed and will be brought back for further discussion at the next meeting.

6. AB 928 Discussion

- a. Considering the Campus Impacts of AB 928 ([Attachment](#))
- b. Feedback on the ICAS Cal-GETC Proposal ([Attachment](#))

Registrar Robinson explained that the bill has already passed, and shared the attached items and presentation to lend context to the discussion. Professors had questions and spoke about the different requirements, timelines, ramifications on which pieces of curriculum are in danger of being cut, and ways there might be one GE pathway through the CSU, CC, and UC systems.

7. GVAR Doc Update

Chair Anderson gave a quick update about the GVAR document updates, and reminded folks that at the end of last spring, ICC essentially approved moving forward with the plans for GVAR, but the document was sent out to campus over the summer and may be confusing for people who think that it is essentially an ICC-approved document, even though it wasn't vetted completely last year and its not appropriate that the ICC recommends any resource allocations.

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.

Consent Calendar

[LSEE - 411 - 22-1741 - Course Suspension - Language Arts Fieldwork and Seminar](#). The course has been removed from the LSEE major and is no longer offered. Literacy education fieldwork was added to LSEE 316.

[LSEE - 412 - 22-1812 - Course Suspension - Senior Capstone](#). The course has been removed from the LSEE major and is no longer offered. Students now take either LSEE 453 Senior Seminar (non-credential concentration) or LSEE 753/754 Senior Credential Capstone I & II (ITEP Concentration) in their senior year.

[NRSG - 471 - 22-1791 - Course Change - Community/Public Health Nursing Lab](#). Change the course classification from a C-78 designation (workload assigned) to a C-17 designation (workload 2.0). The course is a nursing clinical practical lab experience, which aligns with the C-17 designation rather than a C-78. The NRSG 471 instructors currently gets 2.0 WTUs per the MOU so there will be no impact on the program's WTUs.

Voting Action Calendar

[CS - 325 - 22-1694](#) - Currently, the course GSP 270 is accepted as one of CS 325's prerequisites. GSP is adding a new social science focused course, GSP 272, which is similar to the science focused course, GSP 270. This change will allow GSP students taking the GSP 272 to be able to use that as part of CS 325's prerequisites.

[HED - 344 - 22-1685](#) "Weight Control" - Delete the course. HED 344 is used by the Food Systems Minor - we received a proposal to update the minor curriculum to reflect this deletion of the course (and its replacement by HED 343).

[HED - 343 - 21-1664](#) "Food, Health, and Society" new 3-unit C-02 course. It replaces HED 344 "Weight Control".

Course description: *"Examine the sociocultural, biological, and economic impacts on attitudes, beliefs, and practices surrounding food and nutrition, how they shape food choices and eating behaviors, and their impact on weight and health. Gain knowledge and understanding of a non-weight-centered approach to improve diet and health outcomes in individuals and groups."*

[Kinesiology, Pre-Health Professions Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1687](#). Proposes the removal of the suspended HED 344 "Weight Control"

and replacing it with the newly proposed HED 343 "Food, Healthy, and Society" in the list of concentration electives.

[Kinesiology, Health Promotion Concentration, B.S. - Change Concentration/Emphasis Requirements - 21-1686](#). Proposes the removal of the suspended HED 344 "Weight Control" and replacing it with the newly proposed HED 343 "Food, Health, and Society" in the list of the required for the concentration courses.

[Wildlife - Change Concentration/Emphasis Requirements - 21-1101](#)

- Suspend the Conservation Biology/Applied Vertebrate Ecology Concentration so that Wildlife has a single major without any concentrations
- Add more choices of courses - CHEM 228 added to the Physical Science courses; add Math 105 as a Math course choice; add GEOG 301/ESM 301, EMS 305, ECON 309, NAS 331, and NAS 332 to the choices in the "Ethics" requirements; Create a Taxonomy and Management requirement that provides choices of "Ology" courses (ZOOL 354: Herpetology, FISH 310: Ichthyology, ZOOL 314: Invertebrate Zoology, Zool 358: General Entomology" and Wildlife Management courses (WLDF 420,421, 422, 423); Add FISH 474 to choices in the Advanced Classes list; Add an elective section with Any Taxonomy & Management course or Advanced course, STAT 333, GSP 370, ESM 425, ESM 430, FISH 458, BIOL 434, BIOL 340, or any other relevant upper-division course with the approval of major adviser.

All affected departments have been consulted and approved of these revisions.

[Wildlife - Suspend Program - 21-1108](#). Suspend Wildlife Conservation Biology and Applied Vertebrate Ecology concentrations. The continuing students will be able to complete the suspended concentrations or switch to the new simplified single concentration.

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3565-22/APEP
September 8-9, 2022

**FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC
SENATES (ICAS) CAL-GETC PROPOSAL**

RESOLVED: That the Academic Senate of the California State University (ASCSU) appreciate the time and effort of the CSU faculty in providing feedback on AB 928 last spring that was important to the development of the ICAS Cal-GETC proposal (June 2022); and be it further

RESOLVED: That the ASCSU request that each Campus Senate submit feedback to the ASCSU by October 24, 2022, that takes one of the following three positions regarding the ICAS Cal-GETC proposal (June 2022):

- a. Support the ICAS Cal-GETC proposal (June 2022),
- b. Recommend specific changes that satisfy the requirements of AB 928, with rationale, or
- c. Unable to come to a consensus; and be it further

RESOLVED: That the Executive Committee of the ASCSU compile and distribute to the ASCSU the results of this feedback by October 31, 2022, at 5pm; and be it further

RESOLVED: That the ASCSU distribute this resolution by September 16, 2022, to the CSU campus Senate Chairs, and CSU Provosts/Vice Presidents of Academic Affairs.

***RATIONALE:** This resolution specifies a particular path for the ASCSU to seek guidance on the acceptance or viable alternatives or modifications to the Intersegmental Committee of Academic Senates (ICAS) recommended California General Education Transfer Curriculum (Cal-GETC) proposal for a “singular lower division general education pathway” to meet the requirements of AB 928.*

ICAS has proposed a “singular lower division general education pathway” (Cal-GETC) for consideration by the three senates in order to meet the requirements of [AB 928 \(Berman\) Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee.\(2021-2022\)](#) Specifically, AB 928 required that:

“(1) On or before May 31, 2023, the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges shall establish a singular

lower division general education pathway that meets the academic requirements necessary for transfer admission to both the California State University and University of California. If the Intersegmental Committee of the Academic Senates of the University of California, the California State University, and the California Community Colleges is unable to come to agreement on or before May 31, 2023, the respective administrative bodies of those segments shall establish a singular lower division general education pathway that meets the academic requirements necessary for transfer admission to the California State University and the University of California by December 31, 2023.

(2) Commencing with the fall term of the 2025–26 academic year, the singular lower division general education pathway established pursuant to paragraph (1) shall be the only lower division general education pathway used to determine academic eligibility and sufficient academic preparation for transfer admission to the California State University and the University of California.

(3) The singular lower division general education pathway established pursuant to paragraph (1) shall not lengthen the time-to-degree and shall not include more units than is required under the Intersegmental General Education Transfer Curriculum on July 31, 2021.”

This resolution follows earlier calls for guidance and actions related to establishing the proposal for the “singular lower division general education transfer pathway” called for in AB 928. Specifically, during February and March of 2022 the ASCSU requested campuses to indicate priorities and options for consideration in establishing the recommended pathway. AS-3530-22/APEP/AA ([Recommendation for a Singular General Education \(GE\) Transfer Pathway](#)) [March 2022] recommended prioritizing the ‘golden four’ foundational skills and competencies required for admission to the CSU. AS-3535-22/APEP (Rev) [Defining the “Singular Lower Division General Education \(GE\) Pathway”](#) and AS-3538-22/APEP (Rev) [Towards Developing Common Understandings for the Content Areas of the California Lower Division General Education \(GE\) Transfer Pathway \(AB 928\)](#) addressed the need for the proposal to go beyond a list of courses and to include both shared definitions of the areas and courses comprising the singular pathway and to establish, in advance, the shared-governance mechanisms for changes and updates to the singular pathway.

Feedback that was received from the earlier calls for campus feedback was used by the ICAS Special Committee on AB 928 to inform the creation of their proposal. This feedback was also given to ICAS prior to their general vote on this proposal. During the time that the Special Committee was working on the proposal, then ASCSU Chair Rob Collins extended the deadline for feedback to address campus and campus Senate Chair

concerns about needing more time to debate AB 928, compile campuswide feedback, and discern the potential impacts of AB 928 to their campus community and departments. Feedback received by the extended deadline, both that received in the Dropbox folders and that sent directly to the ASCSU Chair, was discussed, and used to inform ICAS' final approval decision on the AB 928 pathway. The AB 928 portal used in the past to solicit feedback is still open. However, as the ASCSU prepares to pass a resolution expressing our opinion on the ICAS proposal, we seek feedback that is specifically in response to this proposal and takes into account the limitations that we face under AB 928.

ICAS, in June of 2022, made a recommendation for a "singular lower division general education pathway" pending approval by the three segments¹. Of note, the Cal-GETC package does include oral communication but excludes the IGETC requirement of a language other than English. The essence of the proposal, relative to CSU GE is:

- i. a reduction of 5 units (mandated by AB 928),*
- ii. loss of 3 of the 9 units of area C (Humanities and Arts),*
- iii. loss of 3 of the 3 units of Area E (lifelong learning),*
- iv. the 1-unit science laboratory (Area B3) is required (instead of 0/1 unit),*
- v. defining critical thinking to be writing intensive, and*
- vi. defining oral communication in a manner that focusses on content (vs. skill development).*

¹ *Any modification to the overall proposal would need to be vetted and approved by each of the three segments; While there is room for modification and modernization of the IGETC and/or CSU GE definitions of the areas, the constraints produced by AB 928 (May 2022 ICAS authorization and the IGETC unit limit) and the need for intersegmental agreement make wholesale revision of the proposal somewhat unlikely. Any new proposal would need to clearly identify compliance with AB 928 and a likelihood of intersegmental agreement. Any subsequent modifications to Upper Division GE requirements, or to modify CSU GE to add elements beyond Cal-GETC for students originating in the CSU and/or different grading standards would all need to occur subsequent to the adoption of the intersegmentally-approved "singular lower division general education transfer pathway"*

In table form, the proposed GE pattern looks like this relative to CSU GE and IGETC:

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B4 – 1 course: Mathematics/Quantitative Reasoning
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas: Arts & Humanities Social & Behavioral Sciences Physical & Biological Sciences	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)		Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)		Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development	n/a		Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, no units)	n/a		
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

RECOMMENDED PROCESS FOR SOLICITING FEEDBACK: *While this resolution does not specify the mechanism to be used to gather the requested feedback and it is the intent of the authors to leave the final decision on this process to the ASCSU Executive Committee. However, it should be noted that it is not the intention of the authors that this feedback be gathered via the previously established portal as that may lead to confusion and campuses feeling that they've already responded. The responses sent before have generally been responses created prior to the ICAS proposal and we are now seeking specific feedback on that proposal. The following model would satisfy the intent of this resolution:*

1. *This resolution should be sent to Campus Senate Chairs by September 16, 2022.*
2. *At or around the time that this is distributed to Campus Senate Chairs, a message from ASCSU Chair Steffel would be sent including some of the following information:*
 - a. *This resolution,*
 - b. *Some background information to include the ICAS proposal and as context, the information in the paragraph above that starts on line 67,*
 - c. *A clear request for a response as described in the second resolved clause with a deadline of Monday, October 24, 2022 for responses.*
 - d. *Information on how campuses should submit their feedback (e.g. email, a new portal, etc. – to be determined by ASCSU Chair Steffel)*
3. *Campus Senates submit their feedback (as described) by Monday, October 24, 2022.*
4. *The ASCSU Executive Committee will compile the responses (Note: this should be at most one per campus) and distribute to the ASCSU by Monday, October 31, 2022.*

Approved – September 8-9, 2022



AB 928

Cal-GETC

*(California General Education
Transfer Curriculum)*

Considerations

Prepared for Cal Poly Humboldt SenEx/Senate - September 2022

GEAR=GE & All-University Requirements

General Education

Lower Division CSU GE (A-F)
Upper Division CSU GE (B,C,D)

American Institutions

Diversity & Common
Ground

Unit requirements, residency
requirements, etc.

GEAR=GE & All-University Requirements

General Education

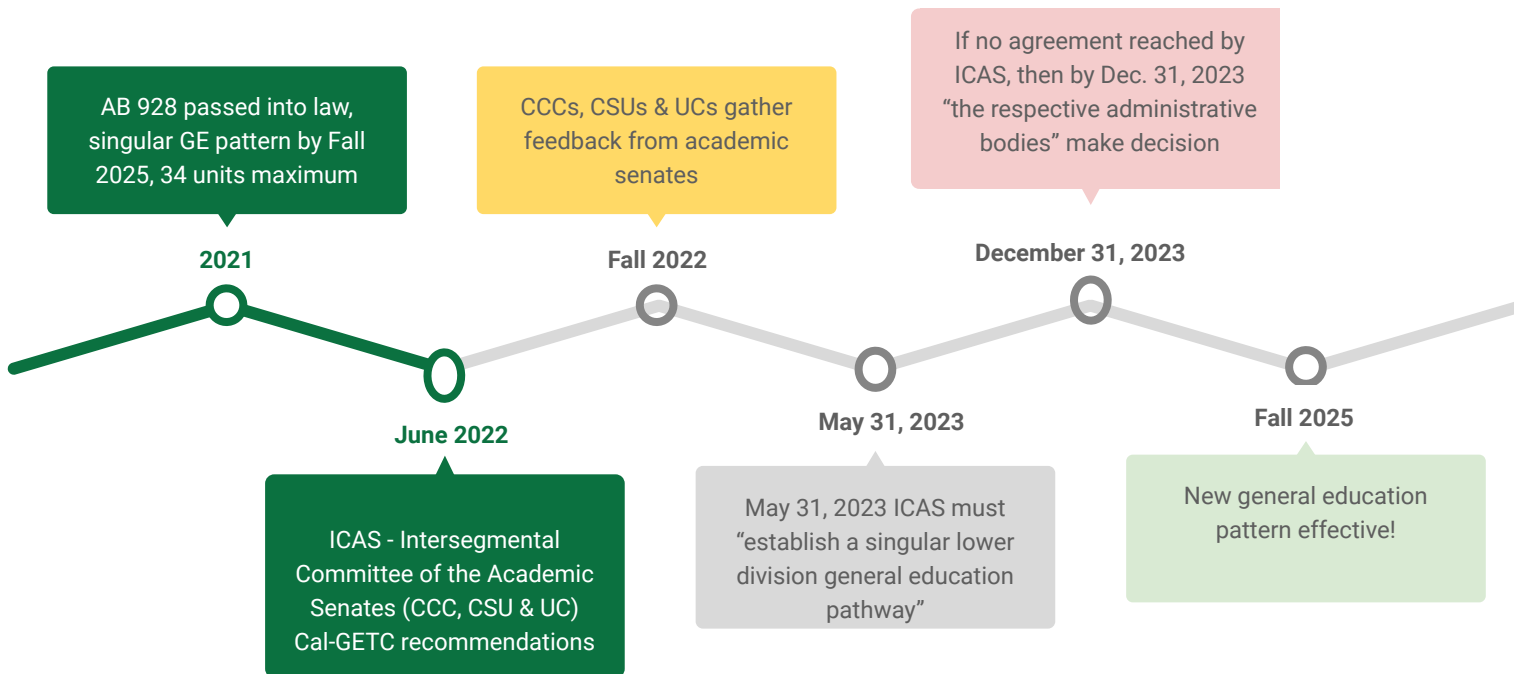
Lower Division CSU GE (A-F)
Upper Division CSU GE (B,C,D)

American Institutions

Diversity & Common
Ground

Unit requirements, residency
requirements, etc.

AB 928 - who, what & when



ICAS June 2022 proposal

1. **CSU GE removed** in proposed Cal-GETC:
 - a. GE area E Lifelong Learning
 - b. 3 units of lower GE C Arts & Humanities

2. **Updated** under proposed Cal-GETC:
 - a. 1 unit science **laboratory** (instead of 0/1 unit)
 - b. Define **oral communication** in a manner that focuses on content (vs. skill development, i.e. public speaking).
 - c. Define **critical thinking** to be writing intensive (vs. logic/fallacies)

Senate Call to Action

Submit feedback to AS-CSU regarding the June 2022 ICAS Cal-GETC proposal, taking **one of the positions below:**

- a. Support for the Cal-GETC proposal
- b. Recommend w/specific changes (within guidelines/timelines of AB 928)
- c. Unable to come to a consensus

ICAS June 2022 proposal

1. **CSU GE removed** in proposed Cal-GETC:
 - a. GE area E Lifelong Learning
 - b. 3 units of lower GE C Arts & Humanities

2. **Updated** under proposed Cal-GETC:
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