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Tuesday, January 17, 2023, 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

Time	Agenda Item	Notes
9:00-9:05	<ol style="list-style-type: none">1. Welcome Back!<ol style="list-style-type: none">a. Chat Guidelines<ol style="list-style-type: none">i. Stack-Comment to add to the discussionii. DR- Direct response to a comment madeiii. Q-Questionsb. APC: Credit Hour Policy <p>Ramsier: Policy has to be there as per changes to CSU WSCUC policy; it's not creating anything new, it is essentially saying what we already do. The only addition are the definitions of what direct faculty instruction and</p>	

	<p>what out of class work are, and this intersects with the course classification tables.</p> <p>No questions or comments.</p>	
9:05-9:15	<p>2. Consent and Voting Action Calendar</p> <p>Anderson noted that the Child Development packet needs a few more things, and asked for questions or comments related to the other proposals.</p> <p>Ramsier: CS251 – one of the classes is adding the C1 certification; did we add the same as the Engineering proposal?</p> <p>Anderson: Yes, it will be added in this step of approval before it goes to the Senate.</p> <p>Thaler: PSYCH 342 is being changed to letter grade only, she highlighted that C- would still be the cutoff for credit, so if the only reason to change is the GVAR certification, that might be a big thing to discuss.</p> <p>Gray: There shouldn't be a horrible impact on students since it is a major class and it needs to be a letter grade to count toward the major.</p> <p>Risling-Baldy: There was a discussion around whether a C- or a D would count toward GVAR; unsure if C/NC is universally C-, since there is a way for D to count toward majors.</p> <p>Robinson: all classes should be optional grade mode, for undergraduates the C/NC minimum is a C-. unless that major says that a D can count for the major.</p> <p>Donahue will reach out to the proposer to find out which letter grade (C- or D) will count as credit.</p> <p>Ramsier: CS51; was there enough agreement between CS and Comm as ENGR and Comm with regard to that 2 year placer?</p> <p>Mazzag: recollection was that we only talked about ENGR class and CS and they were going to talk; Anderson confirmed that they reached out to both programs.</p>	Consent Approval

	<p>Schnurer: ENGR came out with a plan to make sure their class was supported to cover the curricular pieces needed.</p> <p>Conversation with Mark was that he was going to check with the department, to see whether or not they wanted that class to still count as A1; they were thinking that they might change the course plan to include the space for folks to just take Com 100, because it was more straightforward for them, and so I think that's probably a need to check in with Mark at this point.</p> <p>Anderson: as far as we know it's moving ahead, but we can check in with Mark.</p> <p>CS251 and PSYCH 342 were pulled for more consideration and feedback; no other proposals were pulled from the consent and voting action calendar</p>	
9:15-9:20	<p>3. Biochemistry - Bachelor of Science - 22-1567 - Concentration Elevation</p> <p>a. Resolution for Senate</p> <p>Anderson asked for any further comments or questions related to this proposal before it goes to Senate. Wicklund spoke in favor of the proposal. There were no further comments or discussion</p>	2nd look- Voting
9:20-10:00	<p>4. CEEGE and non-credit bearing certificates (for real!!)</p> <p>a. From Sheila in the fall: <i>I am hoping you will take a moment to read this brief article before we meet next. It will help to inform our conversation.</i></p> <p>Leveraging Continuing Education Programming in Conjunction with Traditional Degree Programs</p> <p><i>(Note: there is a significant mistake/omission within the article. The first sentence in the fourth paragraph should read: Depending on the adult learner's situation, working toward a non-credit certificate or a skills-based degree can help gain hands-on experience in a career the student wishes to pursue.)</i></p>	Sheila

	<p>Moyer: Is anyone talking to the Business degree folks about this?</p> <p>Rocker Heppe: Business would be a good area for non-traditional students, but as far as I know there is no conversation happening with them around this.</p> <p>Mazzag: You said that that there is a review of the non credit bearing certificates by the academic chair, and Dean and I was wondering whether you guys whether there's an existing process for that. I'm not clear on what the process for that is.</p> <p>Sheila answer: The existing process includes conversations in routing when there is a proposal, the non academic programs don't go to ICC. In that case the deans process the classes and tells CEEGE which department it should be reviewed by</p> <p>Mazzag: What happens if there is resistance from academic departments and who is the ultimate decision maker? There are some non credit bearing certs that are getting a lot of pushback from depts, so there are some important questions the ICC might be involved in? Maybe that's something to think about.</p> <p>Rocker Heppe: I think Bori is correct and this is a bigger open and transparent conversation that needs to happen with Academic Affairs and Deans first</p> <p>Risling-Baldy: I'm a little concerned there is no policy you go to to understand what happens when you propose a certificate, it would be helpful to even have a chart that says how things are going to operate and what the process is if the dept disagrees with the proposal</p> <p>Rocker Heppe: There is a certificate policy which would be a good place to start to edit and clarify</p> <p>Gray: None of the policies clearly delineate the difference between the types of certificates; it is confusing about what rules apply to classes that are stateside that also count toward certificates.</p> <p>Rocker Heppe: Self support is a good testing ground to develop classes and do outreach for stateside; we can add to the policy to make that more clear.</p>	
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	<p>Sproles: Thanked Sheila for the comprehensive overview, offered that she echoed questions from others, and appreciated this is timely since many new poly tech programs live in certificate arena, and some are much more technically focused type of degree.</p> <p>Bustos-Works: Noted that she does need to report to WSCUC. If we have credit varying certificates going through but if they're non-credit bearing certificates, I don't need to make those reports.</p>	
10-10:05	Break	
10:05-10:30	<p>5. Oral Communication Review Process</p> <p>a. The purpose of this discussion is to solidify an understanding of how the process for reviewing and updating, as determined, the criteria for review of oral communication proposals in the GEAR committee will move forward. It should be noted that there are a handful of new proposals that folks have either brought up or already submitted to Curriculog in oral communication.</p> <p>Anderson: Maxwell is aware of this already, there are courses that have been submitted already and others not connected to engineering are coming in – Most recently regarding the Golden 4; quantitative reasoning has not been held exclusively to the master department, critical thinking does not become exclusively philosophy department; however written and oral comm have been exclusive to COMM and ENGL respectively. As a GE component this would be discussed by GEAR and bring their recommendations forward. If there is not consistent practice across all four, then we need to be clear about why that is. Have noted that we would have discussions with faculty in oral comm and anyone else interested.</p>	
10:30	<p>6. Any additional feedback on the new program proposal guidelines doc? The intention is to vote on moving this</p>	

	<p>forward at our next meeting so we can share with campus.</p> <p>a. New Program Proposal Guidelines</p> <p>Moved to next week</p>	
With time	<p>7. Subcommittee Reports</p> <ul style="list-style-type: none"> i. CDC ii. GEAR iii. APP iv. APC 	
<p>Up Next:</p> <p>Subcommittees: 1/24/23</p> <p>Full Committee: 1/31/23</p>		

Voting Action Calendar

[Climate Justice and Resilience Leadership Certificate - Change Concentration/Emphasis Requirements - 22-1845](#). Addition of the newly proposed ENST 420 to the Sustainability minor as an elective in the "Systems Change" list of courses.

[ENST - 420 - 21-1618](#). "Energy Justice". This new 4-unit C-05 course is proposed as a standalone course having been previously offered as a special topics 480 course. This course will become an elective for the Environmental Studies, B.A., the Climate Justice & Resilience Leadership certificate, and the Sustainability minor.

Course description: "Advanced seminar course drawing on the critical social sciences and humanities to understand how energy issues are central to understanding the environmental and social inequalities of our times."

[Environmental Studies, B.A. - Change Core Requirements - 21-1625](#)

- Add NAS 312: Grant Writing for Social and Environmental Justice as an option with COMM 416 to the Community Organizing Emphasis area (to read in catalog: COMM 416 OR NAS 312).
- Add PHIL 309B as an option to the Earth Sciences bucket in the ENST BA curriculum.
- Add PSCI 381S: Community Leadership in Action to the same list of options as #3 (to read: ENST 482 OR ENST 381 OR PSCI 381S).
- Add the newly proposed ENST 420 to Social Sciences bucket of options.

[Sustainability Minor - Change Concentration/Emphasis Requirements - 22-1844](#). Addition of the newly proposed ENST 420 to the Sustainability minor as an elective in the "Socio-economic Institutions, Policy and Equity" category.

Engineering Packet (Undergraduate)

[Environmental Resources Engineering, B.S. - Change Core Requirements - 22-1838](#). Drop Engr 211: Dynamics as a required course. Add Phyx 109 as a required course. Reduce Engr 351 Water Quality from 4 units to 3 unit to keep total major units at 120.

[ENGR - 115 - 22-1733 - Course Change - Introduction to Engineering](#). Course title and description edits. Additional labs that include mechanical systems engineering.

[ENGR - 225 - 22-1776 - Course Change - Computational Methods for Engineering I](#). Change to course title and course description. No significant change to course content.

[ENGR - 313 - 22-1780 - Course Change - Systems Analysis](#). Change to course description only to remove reference to environmental engineering only.

[ENGR - 322 - 22-1779 - Course Change - Risk and Data Analysis for Engineers](#). Change to course title and description to remove references to ERE and replace with engineering.

[ENGR 325 - 22-1777 - Course Change - Computational Methods for Engineering II](#). Change of course title and description to include all engineering majors and not just ERE majors. Change course number to reflect second year course.

[ENGR - 326 - 22-1778 - Course Change - Computational Methods for Engineering III](#). Change of course title and description to remove environmental engineering so it includes all engineering majors. No content change.

[ENGR - 331 - 22-1756 - Course Change - Thermodynamics and Energy Systems I](#). Change of prerequisites to support changes to the engineering curriculum. Specifically, ENGR 211 is no longer required for any major (replaced by PHYX 109), and mechanical engineering is planning to not require CHEM 110, the course relies on this only very minorly, and can easily be included when the content is needed in the course.

[ENGR - 351 - 22-1781 - Course Change - Introduction to Water Quality](#). Unit reduction from 4 and 3 units and removal of environmental risk assessment content. This class needs to be reduced by 1 unit to keep the ERE major to 120 units. The environmental risk assessment content will be covered in another course.

[ENGR - 492 - 22-1732 - Course Change - Capstone Design Project](#). GWAR Certification for Environmental Resources Engineering and Energy Systems Engineering B.S. programs. Minor change to the description to change ERE to engineering to include all of the engineering programs.

CD ITEP / SPED packet:

[CD - 310 - 22-1910 - Course Change - Perspectives: History and Theory](#). Remove CD 251 as a prerequisite for this course.

[CD - 362 - 22-1912 - Course Change - Children and Stress](#). Since CD 352 is not part of the LSCD SPED ITEP program, the department would like to remove it from the prerequisite list for CD 362.

[CD - 366 - 22-1911 - Course Change - Exceptional Children and Their Families](#). Remove CD 352 as a prerequisite for this course.

[EDUC - 377 - 22-1918 - Course Change - Education of Exceptional Individuals](#). Remove cross-listing with SPED 777. Update course title and description.

Current: Education of Exceptional Individuals. Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

Proposed: Teaching in Inclusive Classrooms. Introduction to core concepts of teaching in inclusive classrooms including specific terms, and definitions related to creating inclusive educational experiences. Specific educational support needs and effective techniques of instruction will be presented.

[Liberal Studies, Child Development, Special Education ITEP Concentration, B.A. - Change Concentration/Emphasis Requirements - 22-1891.](#)

The changes that are requested are based on the SPED credential program changes (Mild to Moderate) due to the new CTC requirements to align the courses with the TPE standards. Please note that NOT all courses in SPED credential program (Mild to Moderate) are listed as part of LSCD SPED ITEP. It was determined in the first round of this proposal that some of the Child Development courses fulfill the content of two SPED credential courses (SPED 705: Multicultural Special Education and SPED 777: Education of Exceptional Individuals) are met through Child Development concentration courses. The 36 units of SPED Credential course for the LSCD SPED ITEP Program are as follows:

- [SPED 702 - Foundations of General and Special Education](#) Units: 3
- [SPED 703 - Foundations of Assessment and Program Planning](#) Units: 3
- [SPED 706 - Social and Emotional Supports](#): Units 3 (Course Title under review for Spec Ed Credential)
- [SPED 707 - Curriculum and Instruction - Reading and Language Arts](#) Units: 3
- [SPED 708 - Practicum - Reading and Language Arts](#) Units: 1
- [SPED 709 - Curriculum and Instruction - Math](#) Units: 2
- [SPED 710 - Practicum: Math Instruction](#) Units: 1
- [SPED 711 - Curriculum and Instruction - Science, History and Social Science](#) Units: 2
- [SPED 721 - Transition Planning](#) Units: 3
- [SPED 733 - Special Education Policies and Procedures](#) Units: 3 (Unit change under review for Special Ed credential program)
- [SPED 738 - Fall Special Education Student Teaching](#) Units: 5-9 (5 units are required)

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- [SPED 739 - Spring Special Education Student Teaching](#) **Units: 5-9** (5 units are required)
- [SPED 749: Teacher Performance Assessment Support 1](#), **Units: 1** (New Course addition under review for Special Ed Credential Program)
- [SPED 750: Teacher Performance Assessment Support 2](#), **Units: 1** (New Course addition under review for Special Ed Credential Program)

There are also three Child Development course change proposals to remove hidden prerequisites for the ITEP program.

- [CD 310](#) - Course change to remove CD 251 as a prerequisite.
- [CD 362](#) - Course change to remove CD 352 as a prerequisite.
- [CD 366](#) - Course change to remove CD 352 as a prerequisite.

* The two units SPED 722 have been dropped due to a change in the Special Education credential change.

** Since the Integrated programs have a limit of altogether 135 units, the program will need approval from the Chancellor's Office to make it an integrated program of 136 units (63 Units of LS Core+37 Units of Child Development Concentration+36 Units of Special Ed Credential). The program is set to start in fall of 2023.

[Special Education: Preliminary Credential Program - Change Core Requirements - 21-1617](#). Based on the updated Teacher Performance Expectations and accreditation requirements from the California Commission on Teacher Credential, the School of Education is proposing the following changes to the Special Education program:

- [SPED - 702 - 22-1906](#). "Foundations of General and Special Education" (3). The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 706 - 21-1623](#). "Applied Behavior Analysis for Teachers" (3). The department would like to update the course title to "**Social and Emotional Supports**" in order to improve course currency. The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 707 - 22-1907](#). "Curriculum and Instructions - Reading and Language Arts" (3). The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 708 - 22-1904](#). "Practicum - Reading and Language Arts" (1). The department would like to change SPED 707 to a corequisite rather than a prerequisite.
- [SPED - 709 - 22-1908](#). "Curriculum and Instruction - Math" (2). The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 710 - 22-1095](#). "Practicum: Math Instruction" (1). The department would like to change SPED 709 to a corequisite rather than a prerequisite.
- [SPED - 711 - 22-1909](#). "Curriculum and Instruction - Science, History and Social Science" (2). The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 722 - 21-1621](#). "Autism Intervention Strategies" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. 1 of the course units will be added to SPED 777.

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- [SPED - 731 - 21-1620](#). "Classroom Management" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. 1 course unit will be added to SPED 777.
- [SPED - 733 - 21-1650](#). "Special Education Policies and Procedures". Course units increase from 2 to 3 units in order to incorporate the content required to meet the new guidelines and performance expectations set forth by the California Commission on Teacher Credentialing. The department would like to remove EDUC 377 as a prerequisite.
- [SPED - 736 - 22-1876](#). "Curricular and Instructional Skills Seminar" (1). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates and the updated requirements by the California Commission on Teacher Credentialing. The material will be included in the new SPED 749 "Teacher Performance Assessment Support 1" course.
- [SPED - 737 - 21-1653](#). "Non-Violent Crisis Intervention- Special Populations". This course is being suspended because it is no longer being offered in the program. Per the School of Education, the content of this course is provided by its partnering school districts.
- [SPED - 749 - 22-1875](#). "Teacher Performance Assessment Support 1" (1). **Course description:** *"Topic relevant to teaching in today's world: Support and instruction in completing the Performance Assessment for Teachers."* New course.
- [SPED - 750 - 21-1652](#). "Teacher Performance Assessment Support 2" (1). **Course description:** *"Support and instruction in completing the Performance Assessment for Teachers."* New course.
- [SPED - 777 - 21-1649](#). "Education of Exceptional Individuals". Course units increase from 2 to 3 units in order to incorporate the content of the suspended SPED 722 "Autism Spectrum Disorders Course". Course title and description updated to improve course currency.
Current: Classroom Management of the Exceptional Child. Needs and characteristics of exceptional children. Current issues and trends in classroom management.
Proposed: Education of Exceptional Individuals. Introduces core concepts, specific terms, and definitions related to special education. Information is provided about broad categories of disability, the laws that govern special education, and issues of compliance with legal requirements.
- [EDUC - 377 - 22-1918](#). "Education of Exceptional Individuals" (2). Course change to remove cross-listing with SPED 777. Course title and description updated to reflect the difference between EDUC 377 and SPED 777.

Current: Education of Exceptional Individuals. Introduction to core concepts, specific terms, and definitions related to special populations in education. Specific educational support needs and effective techniques of instruction will be presented.

Proposed: Teaching in Inclusive Classrooms. Introduction to core concepts of teaching in inclusive classrooms including specific terms, and definitions related to creating inclusive educational experiences. Specific educational support needs and effective techniques of instruction will be presented.

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Overall, the program is suspending four courses (722, 731, 736, 737), adding two new courses (749, 750), and changing a handful of course names, prerequisites, and corequisites.

[SPED - 702 - 22-1906 - Course Change - Foundations of General and Special Education](#). Remove EDUC 377 as a prerequisite. Admission to the SPED program is the remaining course requisite.

[SPED - 706 - 21-1623 - Social and Emotional Supports](#). "Applied Behavior Analysis for Teachers" (3). The department would like to update the course title to "Social and Emotional Supports" in order to improve course currency. The department would like to remove EDUC 377 as a prerequisite.

[SPED - 707 - 22-1907 - Course Change - Curriculum and Instruction - Reading and Language Arts](#). Remove EDUC 377 as a prerequisite. Admission to the SPED program will remain a course requisite.

[SPED - 708 - 22-1904 - Practicum - Reading and Language Arts](#). Change SPED 707 from prerequisite to corequisite.

[SPED - 709 - 22-1908 - Course Change - Curriculum and Instruction - Math](#). Removal of EDUC 377 as a prerequisite. Admission to the SPED credential program remains the course requisite.

[SPED - 710 - 22-1905 - Practicum: Math Instruction](#). Change SPED 709 from prerequisite to corequisite.

[SPED - 711 - 22-1909 - Course Change - Curriculum and Instruction - Science, History and Social Science](#). Removal of EDUC 377 as requisite. Admission to SPED credential program remains a requisite for the course.

[SPED - 722 - 21-1621 - Autism Intervention Strategies](#). "Autism Intervention Strategies" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. 1 course unit will be added to SPED 777. This change is based on updated credential requirements from the California Commission on Teacher Credentialing.

[SPED - 731 - 21-1620 - Classroom Management](#). "Classroom Management" (2). Course suspension related to changes in the Special Education Preliminary Credential Program. Course material is being embedded across coursework to better support teacher candidates. This change is based on updated credential requirements from the California Commission on Teacher Credentialing.

[SPED - 733 - 21-1650 - Special Education Policies and Procedures](#). "Special Education Policies and Procedures". Course units increase from 2 to 3 units in order to incorporate the content required to meet the new guidelines and performance expectations set forth by the California Commission on Teacher Credentialing. Removing prerequisite of EDUC 377.

[SPED - 736 - 22-1876 - Course Suspension - Curricular and Instructional Skills Seminar](#). The course is no longer needed due to updated program requirements from the California Commission on Teacher Credentialing.

[SPED - 737 - 21-1653 - Non-Violent Crisis Intervention - Special Populations](#). "Non-Violent Crisis Intervention - Special Populations". This course is being suspended because it is no longer being offered in the program. Per the School of Education, the content of this course is provided by its partnering school districts. This course suspension will not affect any other courses on campus.

[SPED - 749 - 22-1875 - New Course - Teacher Performance Assessment Support 1](#). This 1-unit C-05 new course is required to provide support for candidates to complete the Teacher Performance Assessment as required by the accrediting body the California Commission on Teacher Credentialing.

Course Description: Topic relevant to teaching in today's world: Support and instruction in completing the Performance Assessment for Teachers.

[SPED - 750 - 21-1652 - Teacher Performance Assessment Support 2](#). This 1-unit C-03 new course is proposed due to the new Teacher Performance Expectations requirements from the California Commission on Teacher Credentialing Special Education (Educational Specialists) programs.

Course description: "Support and instruction in completing the Performance Assessment for Teachers."

[SPED - 777 - 21-1649 - Education of Exceptional Individuals](#). "Education of Exceptional Individuals". Course units increase from 2 to 3 units in order to incorporate the content of the suspended SPED 722 "Autism Spectrum Disorders Course". Course title and description updated to improve course currency.

Current: Classroom Management of the Exceptional Child. Needs and characteristics of exceptional children. Current issues and trends in classroom management.

Proposed: Education of Exceptional Individuals. Introduces core concepts, specific terms, and definitions related to special education. Information is provided about broad categories of disability, the laws that govern special education, and issues of compliance with legal requirements.

Other proposals ready to go:

[CS - 251 - 22-1902 - Course Change - Requirements Engineering](#). GEAR certification for A1 for Software Engineering and Computer Science programs. Course number change to 201 to adhere to Course Numbering Policy.

[FIRE - 479 - 22-1832 - Course Change - Applied Fire Capstone](#). GWAR certification in support of Applied Fire Science and Management, B.S. students.

[FOR - 479 - 22-1757 - Course Change - Forestry Capstone](#). This will be our GWAR class for students majoring in forestry.

[JMC - 332 - 22-1829 - Course Change - Media Ethics](#). GWAR certification in support of Journalism, B.A. students.

[PSYC 342 - 22-1707 - Course Change - Application of Research Methods in Psychology](#). GWAR certification for Psychology, B.A. students. Change grading mode from Optional Grading Mode to Mandatory Letter Grade. Based on GWAR recommendations, the seat capacity of the course will be reduced to 30, the description of the course will be changed, and the grading policy will change (must have a C- or better to meet GWAR requirements).

Current description: "Learn about the application of the different types of research design and methods used in the field of Psychology. Learn how to consider ethics, hypothesis development, study design, data collection, data analysis, interpretation of results, and dissemination of research."

Proposed description: Learn about the application of the different types of research design and methods used in Psychology. Learn about ethics, hypothesis development, data collection and analysis, interpretation of results, and dissemination of research."

[SOIL - 460 - 22-1759 - Course Change - Wildland Soil Management and Erosion Control](#). Certifying for GWAR for Rangeland Resource Science bachelor's students.