

Tuesday, October 13, 2015, 3:00-5:00 pm, Goodwin Forum (NHE 102)

Vice Chair Julia Alderson called the meeting to order at 3:01 pm on Tuesday October 13, 2015 Goodwin Forum, Nelson Hall East, Room 102; a quorum was present.

Members Present

Abell, Alderson, Blake, Burkhalter, Camann, Cervantes, Creadon, Dunk, Flynn, Gold, Guzman, Kalikow, Karadjova, Lopes, K. Malloy, K. Malloy, McGuire, Meyer, Moyer, Ortega, Pence, Rossbacher, Stubblefield, Thobaben, Wilson

Members Absent

Eschker, Karl, Tillinghast, Wrenn, Zerbe

Guests

Ken Ayoob, Jená Burges, Traci Ferdolage, Steven Martin, Dave Nakamura, Volga Koval, Craig Wruck, Rick Zechman

University Senate Delegates - Kathryn Guzman, Associated Students Representative and Nick Malloy, Lecturer Faculty Representative – were formally seated and welcomed.

Announcement of Proxies

Creadon for Eschker, Flynn for Karl, Karadjova for Wrenn

Approval of and Adoption of Agenda

M/S (Flynn/Abell) to approve and adopt the agenda
Motion approved unanimously

Approval of Minutes from the September 29, 2015 Meeting

M/S (Flynn/Karadjova) to approve the Minutes of the September 29, 2015 meeting
Motion approved without dissent, 2 abstentions

Reports, Announcements and Communications of the Chair

- Chair Zerbe has been away on University and Senate business; he will provide a report at the next Senate meeting.

Reports of Standing Committees, Statewide Senators, and Ex-officio Members

Academic Policies Committee:

- Written report attached

Appointments and Elections Committee:

- Written report attached

AEC Chair added:

- The AEC was successful in filling three elected positions after putting out a call for nominations and holding a special fall election. Two vacant positions on the University Faculty Personnel Committee (UFPC) and one vacant University Senate seat are now filled.
- AEC Chair, Kacie Flynn, reported that she spoke with Associated Students President, Juan Cervantes. As Kacie reported in her written report, they discussed the ongoing challenge that AS faces in appointing students to vacancies on University committees and ideas that may allow students the flexibility and time needed to serve the University in such a capacity.

Associated Students:

- AS is in an investigative stage on an item that, if implemented, would support a Native American Scholarship fund; more information will be forthcoming.

California Faculty Association:

- Written report attached

Constitution and Bylaws Committee:

- Written report attached

CBC Chair added:

- How the General Faculty vote, in accordance with the Constitution, will be a future agenda item for the CBC.

Faculty Affairs Committee:

- Written report attached

Integrated Curriculum Committee:

- Written report attached

Report from Provost Kalikow:

- The Professional Leave Committee has made its report on recommended recipients for Assigned Time for Exceptional Service to Students (CBA 20.37) and they have been accepted. Four faculty who were judged either “highly recommended” or “recommended” were each assigned 3 WTU for the spring term. Recipients will be notified this week.
- Unallocated WTU from the above mentioned program are being rolled forward to the

next time it is offered.

Statewide Senate:

- Statewide Senator, Mary Ann Creadon, reported that the ASCSU Statewide Senate will be meeting in two weeks.
- Statewide Senators, Creadon and Eschker, have sent forward campus feedback concerning two CSU reports, the *CSU Ethnic Studies Task Force Report* and the *CSU Financial Model Task Force Report*; additional comments and/or suggestions are still welcome and can be shared during the Statewide Senate meetings.

University Resources and Planning Committee:

- Provost Kalikow reported that the URPC will be meeting on October 23rd; the committee is at work on ideas for strategic budgeting.

President Rossbacher made the following announcements:

- President Rossbacher is happy to report that the search process for a new Provost is in its final stage with all four candidates having made it to their scheduled campus visit.
- The President noted that each candidate's open sessions are available to view online; she encourages campus feedback and asks that comments be provided for consideration by Friday, 10/16.
- Governor Brown signed legislation to ban the carrying of concealed handguns on college campuses and schools but exempts those with concealed carry permits such as University Police officers.

Consent Calendar from the Integrated Curriculum Committee (ICC)

The attached ICC Consent Calendar was approved without objection.

Nomination and Election of a Chair for the University Policies Ad Hoc Committee

The University Senate requested nominations for a member of Senate to serve as Chair of the newly established University Policies Committee. Senator Moyer nominated Senator Gold, who accepted the nomination. Senators voted, unanimously, to name Senator Gregg Gold to serve as the committee's Chair for the remainder of this academic year.

Resolution on Revision of the ICC Constitution (06-15/16-ICC – October 13, 2015)

Second Reading

Changes, as suggested by Senate after the Resolutions First Reading, were implemented as well

as the further refinement of language within the Constitution.

The Senate voted by roll call vote; the Resolution on Revision of the ICC Constitution passed unanimously.

Ayes: Thobaben, Abell, Dunk, Kalikow, Karl, Ortega, Cervantes, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Guzman

Nays: None

Abstentions: None

Resolution on TOEFL Scores (07-15/16-APC – October 13, 2015)

Second Reading

The resolution returned to the Senate unchanged; with no changes or further explanation requested, the Senate voted by roll call vote; the Resolution on TOEFL Scores passed unanimously.

Ayes: Thobaben, Abell, Dunk, Karl, Ortega, Cervantes, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Flynn, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, K. Malloy, N. Malloy, Guzman

Nays: None

Abstentions: None

Resolution on Combining Environmental Science and Environmental Management and Protection into a single new major, Environmental Science and Management (08-15/16-ICC – October 13, 2015)

M/S (Moyer/Karadjova) to move the resolution

The department of Environmental Science and Management has two different majors and are wishing to combine to one single major.

M/S (Abell/Dunk) to divide the question and consider separately Curriculum Proposal 14-291: *Energy and Climate Concentration Changes*

By a show of hands, the motion to divide the question passed with 1 Nay and 2 Abstentions.

Discussion between Senators and recognized guests ensued.

Although associates from the Department of Oceanography understand the reason behind the resolution, they are in disapproval of the proposed changes. Department members feel the changes will have a direct and negative impact on the Oceanography Department as well as a monumentally negative impact on students who may possibly graduate without having taken a single oceanography course thus lacking a heightened understanding of the ocean's connection to climatic change.

Associates from the Department of Environmental Science and Management share that after years of discussion and consideration, and in the best interest of their students, they are in support of the proposed resolution. Department members state that their primary goal is for students to come out of the program possessing considerable expertise in energy systems, and the technologies, economics and policy forces that shape them. The intention is for students to be conversant in the fundamental science behind the understanding of climate systems; a student planning to go on to a career in climate science would be advised against this major as it would not serve them well.

The Senate voted by roll call vote; Curriculum Proposal 14-291: Energy and Climate Concentration Changes as divided from Resolution on Combining Environmental Science and Environmental Management and Protection into a single new major, Environmental Science and Management (08-15/16-ICC – October 13, 2015) passed with 6 Nays and 4 Abstentions.

Ayes: Blake, Dunk, Lopes, Kalikow, Ortega, Meyer, Pence, Wrenn, Wilson, Flynn, Gold, Moyer, Karadjova, McGuire, N. Malloy

Nays: Cervantes, Creadon, Stubblefield, Eschker, K. Malloy, Guzman

Abstentions: Thobaben, Abell, Karl, Burkhalter

The Senate voted by roll call vote; Resolution on Combining Environmental Science and Environmental Management and Protection into a single new major, Environmental Science and Management (08-15/16-ICC – October 13, 2015) passed with 3 Nays and 3 Abstentions

Ayes: Abell, Blake, Dunk, Lopes, Kalikow, Ortega, Meyer, Pence, Burkhalter, Wrenn, Creadon, Wilson, Gold, Stubblefield, Eschker, Moyer, Karadjova, McGuire, N. Malloy

Nays: Cervantes, K. Malloy, Guzman

Abstentions: Thobaben, Karl, Flynn

Resolution on Campus Space Policy (04-15/16-EX – October 13, 2015)

Second Reading

Changes that had been implemented since the First Reading were reviewed and edits which addressed previous concerns were recognized by the Senate. The Senate recommended and it was agreed upon that one additional change in language be made: *Appeal of decisions rendered by the University Resource and Planning Committee may be filed with the **University Senate** and President.* One Senator voiced concerns regarding the affect that the proposed policy would have on auxiliaries such as University Center and was concerned that UC Board had not been consulted.

The Senate voted by roll call vote; Resolution on Campus Space Policy (04-15/16-EX – October 13, 2015) passed with 4 Nays and 3 Abstentions.

Ayes: Abell, Blake, Dunk, Lopes, Kalikow, Ortega, Meyer, Pence, Burkhalter, Wrenn, Wilson, Flynn, Gold, Stubblefield, Moyer, Karadjova, McGuire, N. Malloy

Nays: Cervantes, Creadon, Eschker, K. Malloy

Abstentions: Thobaben, Karl, Guzman

Meeting adjourned: 4:31pm

HUMBOLDT STATE UNIVERSITY

University Senate Written Reports Standing Committees, Statewide Senators and Ex-officio Members

October 13, 2015

Enrollment Management and Student Affairs

The Division of Enrollment Management and Student Affairs is actively engaged in providing programs and services that support student success. We collaborate with others across the University in these efforts, and work to improve the student experience in all aspects of their lives. We seek out best practices by networking with colleagues across the country and work to improve by adopting those practices that are appropriate for our students and this university.

Division Highlights from 2014-15:

- Formalized the university-wide Behavior Intervention Team (BIT). The BIT is a multi-disciplinary team designed to identify troubling behaviors in individuals before they become major issues, identify trends/patterns, and deploy resources on- and off-campus when needed.
- Heavily invested in making space/time for difficult conversations around race, community, and social justice.
- Successful on-boarding of a new Director of Housing & Residence Life, a critical leadership position within the Division and the University.
- Expanded collaboration on student success initiatives across the university, and worked closely with Institutional Research to learn more about who our students are and what kinds of programs and services will help them be successful.
- With partners across the university, awarded a \$3M Department of Finance Innovation Award (in conjunction with the Humboldt County Office of Education and the College of the Redwoods). With this money we will be able to expand our collaborations to improve accessibility and student success in postsecondary education for students in our service area.

Snapshots of the work done in the Division by our various organizing units:

Enrollment Management Highlights:

- Created online dashboards with key enrollment data, making the information accessible across the campus.
- Awarded \$3M GEAR UP Grant; program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.
- Began a systematic and thorough study of all communication to prospective students, and used the information to begin to create an annual communication calendar (that goes across departments) so that we are more strategic in our outreach efforts. Also working to ensure that our 'themes' and messages are consistent and appropriate. When this project is finished, we will next look at all communication to matriculated students and follow the same process with that group.

Dean of Students Highlights:

- Continued efforts to enhance and coordinate student involvement and leadership opportunities across departments, and assess and address gaps.
- Completed facilities/technology upgrades in the Testing Center to automate processes and expand services, better meeting the testing/certification needs on- and off-campus.
- Created and conducted an expanded series of education and training opportunities to support leadership development among our students.
- Conducted Title IX and Anti-Hazing training for all students in club/organization leadership positions, all students involved in Greek organizations and Intercollegiate Athletics, and others.

Health and Counseling Highlights:

- Expanded service capacity at both the Student Health Center (SHC) and the Counseling and Psychological Services Center (CAPS) through increased use of technology, extended hours, and development of self-help offerings, enabling both operations to see higher volumes of clients.
- Collaborating with the Social Work Dept., began providing food to students via an on-campus food pantry, assistance in applying for CalFresh, and cooking classes for healthy living. Continuing expansion includes purchase of CSA shares, so that students will have fresh produce available.
- In coordination with Risk Management & Safety, a Campus Pandemic Committee was gathered and oriented, a big step forward in campus preparation.
- Collaborating with staff in Housing & Residence Life and others across the University, effectively managed a case of meningitis in the residence halls and the subsequent communication and emotional reactions.

Housing and Residence Life Highlights:

- Launched the Faculty-in-Residence Program; primary goals are to increase student retention through engaging freshman residents with faculty outside of the classroom, and help students develop positive study habits. Planned expansion for a new Staff-in-Residence for 2015-16.
- In collaboration with the Learning Center and the Klamath Connection, expanded tutoring available in the residence halls to target gateway courses that our students have historically struggled to succeed in.
- Survived a landslide that destroyed a shed, equipment and an office, and a Redwood tree falling onto Campus Apartments, without any injuries!

University Center Highlights:

- Brought in a food services consultant to assess our Dining Services operation and help to develop a strategic plan for improvement in that operation.
- Managed an increase in the participation numbers in the Recreation Center, Recreational Sports and Intramurals, and Center Activities offerings.

Children's Center Highlights:

- Achieved re-accreditation by the National Association for Education of Young Children (NAEYC), ensuring continued quality childcare for the children of students, faculty, staff and community members.

Looking forward to 2015-16:

- Support the implementation of the Strategic Plan and the Strategic Budgeting model, providing leadership and direction where appropriate.
- Reorganize the Enrollment Management Working Group to become a more strategic and engaged entity. This will include updating/re-writing the Enrollment Management Plan to reflect the goals and objectives of the Strategic Plan.
- Work with many across the University to create, implement and assess policies to ensure that they support student progress toward degree completion in a timely and efficient manner. (SP, Obj. 1.1)
- Clarify and assess the relationships among all student support programs and to all academic units to increase effectiveness and collaboration. (SP, Obj. 1.2)
- Expand and enhance the impact and value of professional development offerings around inclusive student success. Provide cohesive, ongoing professional development for faculty, staff and administrators. (SP, Obj. 2.2)
- Prepare for the reaccreditation of the Student Health Center (AAAHC); report due in Spring '16; accreditation team visit scheduled for Fall '16.

- Develop reporting metrics for our student success and completion initiatives that will inform the Chancellor’s Office of our efforts to meet the strategic goals of the University.
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Academic Policies Committee

The APC met this week and continued work on the syllabi policy and discussion about the issue of impacted programs in CNRS. We anticipate bringing the syllabi policy to the Senate on October 27th.

Faculty Affairs Committee

The Faculty Affairs Committee met on Friday, 9 October at 8:00 in NHE 119.

Members of the RTP Criteria and Standards Committee joined us to discuss potential changes to Appendix J.

Revisions to the IP policy are under discussion and we expect to bring this forward to the Senate for the October 27th meeting.

Integrated Curriculum Committee

The ICC has been working on:

- Curriculum Proposals.
 - Revisions to the PREP process and reports. The goal is to make the reports more meaningful – and to have them lead to action.
 - Offering Feedback to the Academic Policies Committee on Proposals.
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California Faculty Association

CFA is holding weekly meetings to discuss campus strategies in the Fight-for-Five campaign. Meetings are on Mondays from 12:00-12:30 PM. Locations vary depending upon availability—

please contact CFA if you want to attend these planning sessions, or look for weekly email announcements that list that week's meeting room. All faculty are invited, and lunch is provided for attendees.

Departments that would like a CFA representative to visit faculty meetings to discuss bargaining and upcoming events should contact the CFA office at union@humboldt.edu. An executive board officer will arrange to visit your meeting and will answer questions.

CSU and CFA bargaining teams meet with a state appointed mediator for the final mediation session on Thursday, 8 October 2015, but were unable to reach an agreement. The mediator certified the parties to fact finding, the final step in the statutory process for labor negotiations in California.

While we wait for a fact finding date, CFA will conduct a membership strike authorization vote from 19 October 2015 through 28 October 2015, and will send faculty representatives from all 23 campuses to the CSU Board of Trustees meeting in Long Beach on 17 November 2015 to take our message directly to the Board. Faculty wishing to join us in Long Beach should contact the CFA office at the email address above. Transportation and any necessary accommodation in Long Beach will be provided.

This concludes the CFA report for the 13 October 2015 University Senate meeting.

Appointments and Elections Committee

The call for nominations to fill open Senate and vacant Committee positions went out to Faculty the last week of September with most of the open seats receiving nominations. Elections were open October 5-9th; results will be available by the next Senate meeting on October 13th. The Appointments and Elections Committee also received a number of interested nominees for the vacant committee positions by appointment. AEC will be reviewing those nominations this week and should have an update on appointed positions by the October 27th meeting.

At the September 29th meeting, AEC was tasked to reach out to Associated Students to see if we could help with the challenge of filling vacant student representative seats on University committees. I contacted Juan Cervantes (AS) and we discussed a number of the challenges AS faces with student appointments. AS has the responsibility of appointing student representatives to approximately 40 different committees. There are some minimum qualifications students must meet to serve on a campus committee (GPA, number of units,

etc.), but there are a few major issues students are faced with, primarily related to committee scheduling.

Many student representatives are unable to attend campus committee meetings, as they often meet during the work day when they have conflicts with their class schedules. Students are then faced with the choice of skipping class or not attending at all. Juan emphasized the need for campus committees to take student schedules into consideration when arranging meetings, or possibly look at alternative scheduling structures.

For instance, some colleges are in the practice of establishing “College Hours,” which devote 1-2 free hours in the work week in which classes are not scheduled. This creates an open time frame in which students and faculty can leverage mutually accessible time for campus business.

In lieu of making any major changes, all University Senators can encourage their students to take part in university governance, in addition to the outreach AS is currently doing to involve students.

Constitution and Bylaws Committee

Membership: Jeffrey Abell (Chair), Jennifer Corgiat, Kathryn Guzman, Brian Kyte, Jeremy Shellhase

Meeting Time and Location: Wednesday from 09:00-10:00 in NHE 113.

- Met 09/16/15 with Abell (Chair), Corgiat, Kyte, Shellhase
- Added Associate Student member Kathryn Guzman to committee on 09/23/15
- Met 10/07/15 with Abell (Chair), Guzman, Kyte, Shellhase
- Update on past agenda items:
 - As per University Senate discussion on 09/29/15, we will not pursue any revision to General Faculty or University Senate Constitution as they relate to the GF executive structure or the shared GF President / University Senate Chair position.
 - We are finalizing revisions to the University Senate Bylaws to allow “designees” of ex-officio members to attend meetings as proxies. Will bring forward as first reading at October 27 Senate meeting.
 - We have made no progress on reviewing Faculty Handbook Section 800: Committees, Councils, Associations and Boards for consistency with latest University Senate governing documents.

- We have made no progress on assisting Staff Council with aligning their bylaws with the University Senate bylaws.
- New agenda items:
 - Propose minor edits to the General Faculty Constitution to clarify its structure and make this structure more consistent with the University Senate Constitution
 - Propose edits to the membership language in the General Faculty Constitution to clarify who has voting rights in general faculty elections
 - Assist the ICC in transferring certain elements of the ICC Constitution into ICC Bylaws which could be modified directly by the ICC itself

Next CBC Meeting: October 14, 2015

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14-129 – Kinesiology Program Change

This is a proposed change in the concentration for the Teaching Emphasis in Kinesiology. There are 3 (newly approved) courses that are proposed: KINS 325-Health Related Exercise; KINS 327-Games Concepts 1; KINS 329-Games Concepts 2. Because the KINS major has been approved as meeting the UD Area B GE requirement, they are able to add these courses to the degree and remain under 120 units for the degree.

14-202

Music Minor Change Program Core Requirements

The current minor promotes broad, beginning-level study of an instrument, voice, and piano. The current required non-performance coursework is at a beginning level. The revised minor will still allow students a broad area of choices, but will permit students the option of focusing their studies to allow greater depth and competency in either the performing or academic areas. Students and faculty have both lobbied for this change. The total number of units (18) will remain the same.

14-234

TA 240: Theater History I

Along with proposal 14-235, the department is requesting to change the course number from 240 to 340 and modifying the course description to reflect the upper division content. They feel students need a more in-depth examination of Theatre History. Additionally, this will allow TA majors more opportunities to apply critical theory concepts prior to graduation.

Per department chair, this change moving lower division courses to the upper division level will not impact the similarity to Associate Degrees for Transfer in Theatre (SB1440), will remain similar.

14-235: TA 241: Theater History II

Along with proposal 14-234, the department is requesting to change the course number from 241 to 341 and modifying the course description to reflect the upper division content. They feel students need a more in-depth examination of Theatre History. Additionally, this will allow TA majors more opportunities to apply critical theory concepts prior to graduation.

Per department chair, this change moving lower division courses to the upper division level will not impact the similarity to Associate Degrees for Transfer in Theatre (SB1440), will remain similar.

14-237: Anthropology Minor Program Change Form

Anthropology proposes to remove ANTH 338 Biological Anthropology Lab from the choices for minor program as ANTH 330 Bioanthropology Method & Theory as one of the optional methods courses (see 14-236), which the department says will provide better coverage.

14-238

Applied Anthropology MA Program Change Form

Anthropology wants to create concentrations which highlight specialized skills in order to better prepare their MA candidates. The changes, according to the department, are 1) requiring one of two required electives focus on the concentration area; 2) changing "breadth" elective to "Focus" elective to better achieve the goal of gaining specialized skills while alleviating the burden of finding and upper division course specifically from outside anthropology and 3) requiring demonstration skills for students focused in archaeology or bioarchaeology which they feel is important to ensuring students can compete. Overall the department feels this will enable them to attract better candidates and also ensure better job possibilities for graduates.

The department submitted specialized SLOs for each concentration area and has confirmed that they meant "concentration" and were not erroneously using the term.

14-244

SOC 472, Graduate School Planning - New course proposal,

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This is a specific/prep course for students seeking to go on to graduate school. There are no other similar courses.

This course will replace SOC 494, Sociology Workshop (a Special Topics course). Through the Special Topics course, it was offered in the Fall of 2012, '13, and '14.

This course will not affect the major, emphasis/option, or minor. There are no prerequisites for this course. Students must be of junior/senior standing.

Rationale: Sociology has offered this course three previous times through Special Topics, and would like to make it a permanent course as it is beneficial to students.

14-255

BA 443: Retailing and Service Marketing - new course proposal,

- Pre-requisite: BA 340, Principles of Marketing (a requirement for a Business Admin degree)

- This course will affect the major, emphasis/option: Marketing

- Rational. Service represents approximately 80% US GDP. Many of HSU students will end up in service jobs.

- This course will replace ECON 310 in the Marketing option.

14-256

BA 447, E-Marketing Strategy - new course proposal

Prerequisite: BA 340 Principles of Marketing (already required for the degree)

This course will affect: Major, emphasis/option: Marketing

This course will replace BA 332, International Business Statistics.

Rationale. Internet and IT have drastically altered marketing practices with firms lagging behind in meeting consumer needs.

14-257

Program Change, Business Administration (emphasis Marketing)

Explanation: The marketing profession has undergone a virtual revolution in terms of technology and new methodologies. Adding two highly relevant courses in place of two old courses ensures that students with this option will be able to compete more effectively in the job market.

Catalog and MAP looks good.

14-346: German Studies Minor Program Change

Department is cleaning up the list of interdisciplinary elective choices in the minor. They are removing courses from the elective list that are no longer pertinent and replacing some of these with more appropriate courses (e.g., remove ECON 306, sub in 305). ART courses 316 and 317 are no longer being offered and are undergoing suspension so they have been eliminated from the program electives as well.

14-352: Chinese Studies Minor program change

The Chinese Studies Minor is updating their course electives to remove courses that are no longer offered (RS 340-Zen,Dharma & Tao & PSYC 480-Psyc of Chinese Families) and replace those with two relevant history courses (HIST 329-Imperial China & HIST 338-Modern Chinese History). Additionally they added clarifying catalog language to the interdisciplinary elective course list specifying the number of units required as 9-12 (rather than simply "3 courses") and accordingly, they also updated the overall minimum number of units as 25 (current copy states 26 units). - JCR

15-012

SW 355: Social Agency Experience - Remove the registration restriction (formerly students had to be Juniors). Students who were essentially Juniors, but were just a few units short needed special permission to take the course; the department wishes to eliminate the extra work of providing permissions numbers for the course.

15-013

International Studies - add catalog language explaining alternatives to study abroad. The alternative to study abroad was required by the chancellor's office (to support students who may be unable to obtain a passport or students who already may have relevant experience).

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15-014

INTL 499: Directed Study - new course, S-2 (36), 1-4 units, maximum of 2 completions and 6 units

15-015

HIST 395: History Day - change course title to "Classroom Observation for History Day" to better reflect the course content/experiences.

15-019

Journalism - Journalism Emphasis - change name from "Journalism Emphasis" to "News Concentration", because a degree saying "Journalism-Journalism" seems "a bit silly" and is confusing.

15-020: PSCI 160: California Institutions, New Course, 1 unit C-2. This will be an online course intended to enable transfer students who have completed a US Gov't course but have not met the CA Gov't requirement. In addition to recommending approval of this course, the ICC recommends that the program should be permitted to begin offering this course as a 180 (Special Topics) course in Spring of 2016 as part of the Innovative GE(AR) program.

15-022

ZOOL 113: Human Physiology: change registration restrictions to permit Child Development students to register for the class without a permission number. Students headed towards graduate work as Child Life Specialists need a physiology course as a prerequisite for the graduate degree.

15-063

ART 250: Beginning Darkroom Photography - change course title to Darkroom Photography, slight revision to course description. This is part of a program-wide process of standardizing course titles, etc.

15-064

ART 122: Life Drawing I - slight revision to course description, change ART 105B from a RECOMMENDED prereq to an ENFORCED pre-req. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-065

ART 109: Beginning Sculpture, change course title to Sculpture I, - slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-066

ART 251: Beginning Digital Photography - change course title to Photography I - slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-067

ART 273: Illustration I - slight revision to course description, revise pre-reqs to only ART 105B: Beginning Drawing. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-069

ART 290: Beginning Ceramics - change course title to Ceramics I, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-070

ART 321: Intermediate Drawing, change course title to Drawing II - slight revision to course description, revise prereqs by changing the recommended course preparation ART 105B: Beginning Drawing to be an enforced prereq and adding ART 105C: Color and Design. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

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15-071

ART 324: Advanced Drawing - change course description to Drawing: Portfolio Development, slight revision to course description, revise pre-reqs to ART 321 or ART 373. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-072

ART 325: Life Drawing II - slight revision to course description, revise unenforced pre-req of ART 122 to be enforced. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-073

ART 326: Intermediate Painting - change course title to Painting II, slight revision to course description. Requesting to have two courses as recommended preparation: ART 105B (Drawing I) and ART 106 (Painting I) This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-074

ART 329: Advanced Painting - change course title to Painting III, slight revision to course description, add unenforced pre-req of ART 326: Painting II. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-075

ART 330: Intermediate Printmaking - change course title to Printmaking: Studio Topics, slight revision to course description, revise pre-reqs to enforce the current stated pre-reqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-076

ART 333: Advanced Printmaking - change course title to Printmaking: Portfolio Development, slight revision to course description, revise pre-reqs to enforce the existing (unenforced) prereqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-077

ART 337: Intermediate Photography B&W - change course title to Photography: Studio Topics, slight revision to course description, revise pre-reqs to Art 250 or 251. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-078

ART 112: Scientific Drawing - slight revision to course description, revise pre-reqs to ART 105B. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-079

ART 339: Advanced Photography - change course title to Photography: Portfolio Development, slight revision to course description, revise pre-reqs to ART 337 & 367. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-080

ART 340: Intermediate Graphic Design - change course title to Graphic Design II, slight revision to course description, revise pre-reqs to enforce the existing (unenforced) prereqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-081

ART 343: Intermediate Graphic Design - change course title to Graphic Design: Portfolio Development, slight revision to course description, revise pre-reqs to ART 340. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-082

**University Senate
ICC Consent Calendar
10-13-2015**

ART 345: Intermediate Sculpture - Metals - change course title to Sculpture: Metal/Casting/Molds, slight revision to course description, revise pre-reqs to ART 109. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-083

ART 346: Intermediate Sculpture - Materials & Methods - change course title to Sculpture - Materials & Methods, slight revision to course description, revise pre-reqs to ART 109. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-084

ART 347: Advanced Sculpture - Materials & Methods - change course title to Sculpture: Portfolio Development, slight revision to course description, revise pre-reqs to enforce previously-unenforced prereqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-085

ART 348: Intermediate Jewelry and Small Metals - change course title to Jewelry/Small Metals: Casting and Fabrication, slight revision to course description, revise pre-reqs to enforce previously-unenforced pre-reqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-086

ART 349: Advanced Jewelry and Small Metals - change course title to Jewelry/Small Metals: Studio Topics, slight revision to course description, revise pre-reqs to ART 280. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-087

ART 350: Intermediate Ceramics: High Fire - change course title to Ceramics: High Fire, slight revision to course description, revise pre-reqs to enforce existing un-enforced pre-reqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-089

ART 351: Intermediate Ceramics: Low Fire - change course title to Ceramics: Low Fire, slight revision to course description, revise pre-reqs to enforce existing un-enforced pre-reqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-090

ART 367: Intermediate Photography: Color - change course title to Photography II, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-091

ART 372: Special Topics in Graphic Design - change course title to Graphic Design: Studio Topics, slight revision to course description, revise pre-reqs to ART 108. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-092

ART 108: Beginning Graphic Design - change course title to Graphic Design I, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-093

ART 373: Illustration II - slight revision to course description, revise pre-reqs to ART 108 and (ART 273 or ART 112). This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-094

**University Senate
ICC Consent Calendar
10-13-2015**

ART 105B: Beginning Drawing - change course title to Fundamentals of Drawing, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-095

ART 105C: Color and Design - change course title to 2D Foundations, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-096

ART 105D: 3D Design - change course title to 3D Foundations, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-097

ART 106: Beginning Painting - change course title to Painting I, slight revision to course description. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-098

ART 107: Beginning Printmaking - change course title to Printmaking I, slight revision to course description, add ART 105 and 105C as recommended pre-reqs. This is part of a program-wide process of standardizing course titles, descriptions, and pre-reqs., etc.

15-099

ART 310: Topics in Aegean, Greek, & Roman Art - suspend course because the program is now teaching the same material in a GE topics course.

15-100

ART 318: Topics in the History of Photography- suspend course because the program is now teaching the same material in a GE topics course.

15-101

ART 317: Topics in Late Modern & Contemporary Art - suspend course because the program is now teaching the same material in a GE topics course.

15-102

ART 316: Topics in Early 20th Century Art - suspend course because the program is now teaching the same material in a GE topics course.

15-103

ART 314: Topics in Baroque & Rococo Art - suspend course because the program is now teaching the same material in a GE topics course.

15-104

ART 313: Topics in Northern Renaissance Art - suspend course because the program is now teaching the same material in a GE topics course.

15-105

ART 312: Topics in Italian Renaissance art Art - suspend course because the program is now teaching the same material in a GE topics course.

15-107

Philosophy Major and Minors - change minimum grade required for all major/minor courses from C to C-.

15-111

ANTH 670: Introduction to Applied Anthropology - revise course description to better reflect course content.

**University Senate
ICC Consent Calendar
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15-112

ANTH 672: Theory in Applied Anthropology - revise course description to better reflect course content.

15-113

ANTH 674: Project Design & Management - change course title to Research Project Design to better reflect the course content.

15-115

ANTH 675: Applied Anthropology Field Placement - Change course number to 682 to align with the HSU course numbering policy, change title to Anthropology Internship/Field Placement

15-116

ANTH 678: Applied Anth Pro Seminar - change grade mode from CR/CR to Optional which will give the instructor the option of requiring letter grades if that seems needed to motivate students in the course.

15-117

ANTH 679: Applied Anthropology Region - revise course description to better reflect course content.

15-118

GERM 105: German Level I: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-119

GERM 105L: German Laboratory Level I: Eliminate the co-req for German Level I. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-120

GERM 106: German Level II: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-121

GERM 106L: German Laboratory Level II: Eliminate the co-req for German Level II. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-122

GERM 107: German Level III: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-123

GERM 107L: German Laboratory Level III: Eliminate the co-req for German Level III. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-124

GERM 207: German Level IV: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-125

**University Senate
ICC Consent Calendar
10-13-2015**

GERM 207L: German Laboratory Level IV: Eliminate the co-req for German Level IV. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-126

SPAN 106: Spanish Language and Culture II: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-127

SPAN 106L: Spanish Laboratory Level II: Eliminate the co-req for Spanish Level II. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-128

SPAN 107: Spanish Language and Culture III: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-129

SPAN 107L: Spanish Laboratory Level Iii: Eliminate the co-req for Spanish Level Iii. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-130

SPAN 107: Spanish Language and Culture IV: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-131

SPAN 207L: Spanish Laboratory Level IV: Eliminate the co-req for Spanish Level IV. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-132

CHIN 105: Chinese Level I: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-133

CHIN 105L: Chinese Laboratory Level II: Eliminate the co-req for Chinese Level I. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-134

CHIN 106: Chinese Level II: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-135

CHIN 106L: Chinese Laboratory Level II: Eliminate the co-req for Chinese Level II. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-136

**University Senate
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CHIN 107: Chinese Level III: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-137

CHIN 107L: Chinese Laboratory Level III: Eliminate the co-req for Chinese Level III. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-138

CHIN 207: Chinese Level IV: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-139

CHIN 207L: Chinese Laboratory Level IV: Eliminate the co-req for Chinese Level IV. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-140

FREN 105: French Level I: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-141

FREN 105L: French Laboratory Level I: Eliminate the co-req for French Level I. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-142

FREN 106: French Level II: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-143

FREN 106L: French Laboratory Level II: Eliminate the co-req for French Level II. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-144

FREN 107: French Level III: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-145

FREN 107L: French Laboratory Level III: Eliminate the co-req for French Level III. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-146

FREN 207: French IV and Intro to Francophone Studies: Eliminate the 1-unit co-req for the language lab. Language lab work is being incorporated into the regular language course-work, thus making language classes into 4-unit classes (rather than 5-units as they had been with the separate unit for the lab).

15-147

**University Senate
ICC Consent Calendar
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FREN 207L: French Laboratory Level IV: Eliminate the co-req for French Level IV. Although language lab work is being incorporated into the regular language course-work, the lab will remain available as a separate course for students who need that experience.

15-156

SW 341: Social Work Methods and Practice - add SW 340 as a pre-req for 341 because students need the info in 340 to succeed in 341.

15-157

SW 351: Human Behavior and Social Environments II: add SW 350 as a pre-req to ensure that students take 350: Human Behavior and Social Environments I before 351.

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Revision of the ICC Constitution

06-15/16-ICC-October 13, 2015 – Second Reading

RESOLVED: That the University Senate of Humboldt State University recommends to the Provost the attached revised version of the Integrated Curriculum Committee Constitution be approved, and be it further

RESOLVED: That use of the revised Constitution shall begin in Spring 2016.

RATIONALE: Although the ICC Constitution was just recently revised with the goal of making the document easier to read and understand, problems arose early this semester that indicated we had not succeeded. Thus, we present this further revision that will hopefully achieve the desired goal.

INTEGRATED CURRICULUM COMMITTEE CONSTITUTION

1. Institutional Location

The Integrated Curriculum Committee (ICC) is a standing committee of the University Senate of Humboldt State University.

2. Spirit of the ICC Constitution and Relationships to the University Senate & Campus Communities

The HSU University Senate charges the ICC with the careful consideration and deliberation of all academic planning and curriculum matters. It is the expectation of the University Senate that ICC members work collaboratively and act in the best interest of the university-wide community and in consideration of the HSU mission and strategic plan. Given this expectation, the University Senate will accept most ICC recommendations without further deliberation. Still, any recommendation may be further deliberated by the full University Senate. Mechanisms for moving an item for deliberation are described below in the section on “Post ICC Decision Processes.”

The University Senate further notes that while the ICC is charged with developing and applying Academic Planning and Curricular task processes, there are important elements of college-wide and inter-college collaboration that are not the focus of this new body. Testimony received during the deliberations on the ICC indicated a desire for more curricular collaboration and sharing. The University Senate encourages the appropriate bodies such as college councils of chairs and cross-college affinity groups to structure regular conversations to facilitate collaboration and sharing of ideas regarding change. These conversations should be conceived as mechanisms that foster creativity, sharing and collaboration. The ICC as outlined in this constitution will be the only campus body with the authority to forward recommendations on academic planning and curriculum proposals to the University Senate and the Provost’s office.

3. Membership

In order to benefit from expertise in a range of curriculum-related roles, the committee will include the following members

Elected Members

- **Chair, Integrated Curriculum Committee**, faculty, elected by the General Faculty for a three-year term, also serves on the University Senate Executive Committee and as Chair of the Academic Master Planning Subcommittee)
- **One (1) Faculty from CAHSS**, elected by CAHSS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CNRS**, elected by CNRS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from CPS**, elected by CPS faculty for a three-year term, also serves on the Course and Degree Change Subcommittee

- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Course and Degree Change Subcommittee
- **One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves on the Academic Master Planning Subcommittee
- ~~**One (1) Faculty from any college**, elected by the General faculty for a three-year term, also serves as Chair of the GEAR committee~~

Appointed and Ex Officio Members

- ~~**Chair, Academic Policies Committee**~~ also serves on the University Senate Executive Committee, does not serve on an ICC Subcommittee
- ~~**Chair, GEAR Committee**~~, does not serve on an ICC Subcommittee
- **One (1) Department Chair from CAHSS** selected by the CAHSS Chairs for a **two-year term**, also serves on the Academic Master Planning Subcommittee
- **One (1) Department Chair from CNRS** selected by the CNRS Chairs for a two-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Department Chair from CPS** selected by the CPS Chairs for a two-year term, also serves on the Academic Master Planning Subcommittee
- **One (1) Graduate Council Faculty Representative**, also serves on the Academic Master Planning Subcommittee.
- **Librarian**, appointed by the Dean of the Library, also serves on the Academic Master Planning Subcommittee
- **Vice Provost**, also serves on the Academic Master Planning Subcommittee
- **Associate Dean from CAHSS**, also serves on the Academic Master Planning Subcommittee
- **Associate Dean from CNRS**, also serves on the Academic Master Planning Subcommittee
- **Associate Dean from CPS**, also serves on the Academic Master Planning Subcommittee
- **Dean from CEEE**
- **Coordinator of Teaching and Assessment**, also serves on the GEAR Committee
- **Registrar or designee**, also serves on the Academic Master Planning Subcommittee.
- **Curriculum Coordinator** (or related position in the Academic Programs office), also serves on the Course and Degree Changes Subcommittee
- **Office of the Registrar Staff Member**, also serves on the Course and Degree Changes Subcommittee.
- **Two (2) Students** as determined by Associated Students, do not serve on an ICC Subcommittee

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13 Faculty, 7 Administrators, 2 Staff, 2 Students

4. Subcommittees and Standing Committees

The ICC Chair, in consultation with the ICC members, will coordinate the allocation of tasks to the sub-committees and standing committees (See Section 8 on Agenda Constitution and Task Assignment).

Subcommittee on Course and Degree Changes (CDC)

Membership (committee elects a Chair from the CDC faculty members)

- One faculty member from each college
- One additional faculty member elected at large from any college
- Office of the Registrar Staff Member
- Curriculum Coordinator

Scope of Work

- Evaluate and respond to assigned course and degree change proposals, including GEAR (General Education and All-University Requirements) course approval requests, using specific decision making criteria (i.e. 120 unit limit; plans for appropriate course rotation; and comparative data on similar programs)
- Develop and update as needed a template for reporting out of Subcommittee to the ICC the evaluation criteria and related recommendations on a proposal

Subcommittee on Academic Master Planning (AMP)

Membership

- ICC Chair (*also serves as AMP Chair*)
- One faculty department chair representative from each college Council of Chairs
- One additional faculty member elected at large from any college
- Graduate Council Faculty Representative
- Associate Dean (or Dean) of each college
- Librarian
- Vice Provost
- Registrar (or designee)

Scope of Work

- Annually review and update the *Academic Master Plan*

- Develop and update process, proposal formats and evaluation criteria for Letters of Intent for New Programs and New Program Full Proposals including a template for reporting out of Subcommittee to the ICC recommendations on proposals *
- Develop and update the *HSU Curriculum Handbook* and related web resources
- Review and comment upon PREP (Program Review, Evaluation and Planning) MOUs
- Oversee the PREP Process, including reviewing PREP MOUs and developing and updating PREP protocols

*Proposals that constitute changes to the *Academic Master Plan* include new major, minor and option proposals, as well as proposals based on approved pilot projects.

Through the “Pre-proposal” process, units will seek permission to develop a Full New Program Proposal. The pre-proposal process serves two functions: It initiates an early university-wide conversation on a new program idea. Also, in cases where a unit is denied permission for further planning, considerable resources may be saved.

Standing Committee on GEAR Curriculum and Assessment

Membership

- Chair (also ~~an elected~~ member of the ICC. Elected by the Faculty for a 3-year term.)
- 3 Faculty (who are not members of the ICC), one from each college, appointed by the Senate Appointments and Elections Committee for a 3-year term
- 1 additional Faculty member, appointed by the Senate Appointments and Elections Committee for a 3-year term, ideally someone who teaches in at least one of the GEAR areas: A, E, DCG, Institutions, and who is not a member of the ICC
- 1 Student representative (as determined by Associated Students)
- Coordinator of Teaching and Learning Assessment
- Vice Provost

Scope of Work

- Provide ongoing review and improvement of GEAR learning outcomes in conjunction with GEAR faculty
- Provide guidance and coordinator for the GEAR assessment of those outcomes
- Collate and interpret aggregate GEAR assessment data and report results to the ICC
- Provide recommendations for GEAR curricular and instructional changes based on assessment results

5. Related Senate Committee – Academic Policies Committee

Institutional Location

The Academic Policies Committee (APC) is a standing committee of the University Senate of Humboldt State. APC membership is defined in the University Senate’s Bylaws. The APC Chair

serves as a member of the ICC (but not as a member of any ICC subcommittee). As the APC develops policies, the draft documents are brought to the ICC for suggestions.

6. Nominations, Elections, and Qualifications

The ICC Chair and the five (5) other elected ICC faculty members will be elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct the nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws. Candidates for ICC Chair must be faculty with previous experience serving on the ICC, the University Senate, the Academic Policies Committee, the GEAR Committee, or as a department chair.

~~The six (6) elected ICC faculty members are elected by the General Faculty. The Appointments and Elections Committee of the University Senate will conduct all nomination and election processes in accordance with the provisions of General Faculty Constitution and the University Senate Bylaws.~~ The faculty members elected by the General Faculty will serve staggered three-year terms so that ICC subcommittees will include at least two faculty members with previous experience serving on the subcommittee. When a faculty member leaves before term completion, the body will follow the process for filling vacancies that occur between regular elections, as outlined in the General Faculty Constitution and University Senate Bylaws.

The schedule for electing faculty is shown in the chart below:

<u>Year A (Election in Spring 2016)</u>	<u>CAHSS Rep (CDC)</u> <u>Faculty at Large (AMP)</u>
<u>Year B (Spring 2017)</u>	<u>CNRS Rep (CDC)</u> <u>Faculty at Large (CDC)</u>
<u>Year C (Spring 2018)</u>	<u>ICC Chair</u> <u>CPS Rep (CDC)</u>

The Chair of the Course and Degree Changes subcommittee will be selected annually by the membership of the subcommittee. ~~The chair of the GEAR Curriculum and Assessment committee will be elected directly to that position as described above.~~

A Department Chair Representative from each college will be elected by the college Council of Chairs for a two-year term on the ICC Academic Master Planning Committee.

A Graduate Council Faculty Representative will be elected by Graduate Council to serve a one-year term.

The Chair of the Academic Policies Committee is determined as noted in the Bylaws of the University Senate.

7. Meeting Schedules

The ICC and its Subcommittees meet during a two-hour time block designated prior to the scheduling of Fall classes. There is no expectation for meetings outside this time block. The Chair of the ICC may also cancel meetings. The Academic Policies Committee and the GEAR Curriculum and Assessment Committee will meet at times other than the regularly-scheduled ICC meeting times.

8. Agenda Construction and Task Assignment

All academic planning, curricular change proposals and policy items are submitted to the ICC via the Academic Programs Office. The ICC Chair builds the agenda for each ICC meeting in consultation with the Vice Provost and assisted administratively by the Curriculum Coordinator from the Office of Academic Programs. The ICC staff person will screen materials submitted and return incomplete proposals to the originating unit. The ICC weekly agenda is posted on the Web and built around four areas:

Consent Calendar

This calendar provides a mechanism to quickly process routine items under one umbrella. The process is intended to save time, while still creating a mechanism for review of even simple items: Any member of the ICC may move that an item be removed from the Consent Calendar and placed on the Assignment Action Calendar. If there are no objections to items on the Consent Calendar, the slate is passed on to the University Senate.

Consent Calendar Items

- Deleting Course from catalog
- Requesting change in course #
- Requesting change in course title
- Requesting change in grading mode
- Catalogue copy corrections or changes not related to curricular proposals

Assignment Action Calendar

These are new items for the ICC that were not appropriate for the Consent Calendar and require Subcommittee or Committee attention (Table 1).

Voting Action Calendar

The Voting Action Calendar includes items requested by a Subcommittee, the Academic Policies Committee, or the GEAR Curriculum and Assessment Committee for ICC decision. In some cases, the ICC may agree that immediate deliberations of assignment action calendar items were sufficient and may immediately move an item to the Voting Action Calendar.

Information Calendar

This calendar provides a mechanism for ICC members to share updates on academic planning and curricular work in progress.

Table 1: Subcommittee and Committee Assignment Designations Based on Action Item Type

Subcommittee or Committee	Action Item Type
Subcommittee on Course and Degree Changes (CDC)	Course Changes including approval for GE, Institutions and DCG designation Program Changes New Courses -- unless they are in a package with a new program for which AMP is responsible
Standing Committee on GEAR Curriculum and Assessment	Assessment Plans for GEAR Curriculum Revisions to GEAR SLOs
Subcommittee on Academic Master Planning (AMP)	Pre-proposals Program Proposals Pilot Programs Program Elimination Academic Master Plan Curriculum Handbook
Academic Policies Committee (APC)	Policies

9. Decision Making Processes and Voting

The ICC is a consensus-building body facilitated by the Chair of the ICC. The ICC makes recommendations to the University Senate. In cases where more than one ICC member is in disagreement on an item, the Chair of the ICC will call for a vote. All members of the ICC, except the Vice Provost, may vote.

The ICC Chair in consultation with the ICC will assign items to a subcommittee lead or committee as noted above, though a Subcommittee without work may assist another Subcommittee. As items are assigned as part of the ICC general meeting, ICC members may provide immediate input and raise questions. ICC members are not expected in preparation for

the meeting to read all materials passing through the body, though Deans (or designees) are expected to more carefully monitor items central to their college. In addition, College Chair representatives communicate with their respective bodies regarding items of particular salience to their college.

The Subcommittee or Committee member assigned to lead an item through the ICC process will note questions and input raised by the ICC at introduction of the item. He or she also compiles the formal record on a proposal based on Subcommittee or Committee processes and report formats or templates. This formal record provides a mechanism for answering possible future questions regarding proposal recommendations and rationale. While one Subcommittee/Committee member leads any inquiry pertaining to a proposal, all Subcommittee members are expected to carefully read materials assigned to their group and contribute to any deliberations. In the case of items from the Academic Policies Committee or the GEAR Committee, items will always be brought to the ICC by the committee chair.

When a record of the recommendation is ready, the Subcommittee/Committee Chair requests that the ICC Chair schedule the item on the Voting Action Calendar. The Subcommittee lead reports that item to the ICC. If critical new information is introduced during voting action item discussion, the lead is responsible for updating the record and delivering a final e-copy of any required record to the ICC staff person.

In the event that the ICC concludes that a Curriculum proposal cannot be approved, that information will be communicated to the University Senate as an information item. Proposers of denied curriculum proposals have the right to appeal to the University Senate.

The ICC staff person will forward to the University Senate office the list of items and related ICC recommendations for consideration by the University Senate.

10. Reporting Items out of ICC

The Chair of the ICC presents items for the University Senate agenda to the University Senate Executive Committee without deliberation. The Executive Committee, following recommendations of the Chair of the ICC, schedules ICC items on one of two University Senate meeting calendars.

Consent Calendar of the University Senate

The ICC will schedule most items on this calendar.

Business Calendar of the University Senate

Policy resolutions and Academic Master Plan Changes will appear on this calendar.

11. Post ICC Recommendation Processes

Any member of the University Senate may move that an item be removed from the Consent Calendar and placed on the Business Calendar where it will be open for deliberation. As a University Senate courtesy, a University Senator will move an item off the University Senate Consent Calendar and onto the University Senate Business Calendar when asked to do so by a

member of the university community. The University Senate makes recommendations to the Provost or designee on academic planning, academic policy and curricular decisions. The Provost or designee considers the University Senate's recommendations. When appropriate, the Provost may consult with other Vice Presidents and/or the President before making a decision.

12. ICC Constitution Review Changes

Changes to this constitution will be vetted through the ICC and introduced to the University Senate for consideration.

13. Release Time

The University Senate will negotiate prior to elections the release time for ICC faculty members whose ICC-related workload requires it.

14. Appendices

- Appendix 1: Diagram of ICC Work Flow
- Appendix 2: Diagram of ICC Membership and Intersections with the University Senate

Approved: Vote of the General Faculty, May 5-6, 2009

Proposed Revision: Integrated Curriculum Committee, April 17, 2012

University Senate: Proposed Revision Passed Unanimously, April 24, 2012 (Resolution #35-11/12-ICC)

Provost Snyder: Revision Approved 05/02/12

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on TOEFL Scores

07-15/16-APC-October 13, 2015 – Second Reading

Resolved: That the University Senate of Humboldt State University (the Senate) recommends to the President that admissions criteria for international students seeking admittance to the University (including minimum Test of English as a Foreign Language (TOEFL)) be set by the Provost or designee, in consultation with the Center for International Programs; and be it further

Resolved: That the Provost or their designee inform the Senate of changes to admissions criteria and subsequently report on the impact of these changes after one year of implementation, and be it further

Resolved: That previous actions by the Senate setting specific TOEFL scores be superseded by this resolution.

Rationale: *It has come to the attention of the Director of the Center for International Programs that our TOEFL scores differ from other CSU campuses and thus may be affecting Humboldt State's efforts to recruit international students. The CSU sets baseline admissions criteria system-wide, but individual campuses may adjust the criteria upwards. Because the minimum admissible TOEFL score was set by the Senate in the past, it will take a Senate action to make any changes. This resolution would cede control over changes to the appropriate admissions criteria to the Provost's office, where the expertise to balance TOEFL scores, other exam scores, grades, and other factors resides. The Senate would still be informed of changes to admissions criteria and how they might impact enrollment.*

HUMBOLDT STATE UNIVERSITY
University Senate

Resolution on Combining Environmental Science and Environmental Management and Protection into a single new major, Environmental Science and Management

08-15/16-ICC - October 13, 2015

Resolved: That the University Senate of Humboldt State University recommends to the Provost that Curriculum Proposals 14-278 to 299 and proposals 15-006 to 011 be approved in order create a major in Environmental Science and Management.

Rationale: *Currently the department of Environmental Science and Management offers two majors: 1) Environmental Science and 2) Environmental Management and Protection. This proposal combines the two majors into one, creates a common core, and reduces the total number of Concentrations from seven (with the 2 majors) to six (with the new major). See the curriculum forms (briefly summarized below) for more detailed information.*

Note that the program does not intend for this change to take effect until Fall of 2017.

14-278: ENVS 110: Intro to Envir. Sci – suspend course – content will be moved into other courses

14-279: ENVS 111: Envir Sci Seminar – Change c-class from 1 unit C-1 to 1 unit C-5 – course needs to be taught as a seminar, not a large lecture (they have tried large lecture and it didn't work well).

14-280: ENVS 220: Intro to Envi Policy – suspend course – content will move to other courses

14-281: ENVS 230: Envir Prob Solving – change title to Environmental Methods, pre-reqs become EMP 105, STAT 108 or 109 – title change more accurately reflects actual course content, pre-reqs reflect revised curriculum

14-282: ENVS 350: Principles of Ecological Restoration – Change course number to ESM 355 (there's an EMP 350 that will become ESM 350)

14-283: ENVS 450: Applied Ecological Restoration – Change Course number to ESM 455, change C-class from 2 units C-2 and 1 unit C-16 (total 3 units) to 2 units C-2, 1 unit C-4, and 1 unit C-16 (4 total units). Make pre-reqs ESM 350 and 303. Extra unit due to capstone nature of the course, change number for same reasons as in 14-282.

14-284: ESM 303: Applied Natural History & Ecology – New Course proposal

new Major/GE course intended only for ESM majors. There are similar (but not exactly what they need) courses in WLDF and BIOL – in the old program students took those courses. WLDF and BIOL

are fine with the creation of this next course.

14-285: ESM 375: Energy, Technology, and Society II – New Course Proposal

14-286: EMP 325: Envir Law and Regulation – Change pre-req to ESM 105

14-287: EMP 420: Ecosystem Analysis – change pre-req to ESM 303 or IA

14-288: EMP 430: Resource Management in Protected Areas – change pre-reqs to STAT 108 or 109 and ESM 303.

14-289: EMP 460: Envir Planning for Public Lands – change title to Environmental Planning for Public Lands and Rural Communities, change pre-reqs to ESM 360 (and ESM 425 (recommended)

14-290: Eniv Science & EMP Program Change Forms – including changing prefixes to ESM

14-291: Energy & Climate Concentration changes

14-292: Geospatial Science Concentration changes

14-293: Ecological Restoration changes

14-294: Eniv Policy Minor changes

14-295: Suspend EMP as program

14-296: Create Environmental Planning and Policy Concentration

14-297: Change EMP: Envir Planning into ESM: Environmental Planning and Policy Concentration

14-298: Envir Education & Interpretation Concentration

14-299: Natural Resources Recreation Concentration

15-006: EMP 350: Fundamentals of Environmental Education & Interpretation Concentration – change C-class from 2 units C-3 and 1 of C-16 to 2 units C-2 and 1 of C-16 – eliminate EMP 351 as co-req. (C-3 was old, out-of-date course classification)

15-007: EMP 351: Envior Interp Field Trip – get rid of Co-req of 350

15-008: EMP 475: Senior Planning Practicum – change pre-reqs to ESM 360, 365, 425(C), and Senior Standing

15-009: ENVS 370: Energy, Technology, and Society – change pre-reqs to CEHM 107 or 109, and ENVS 230

15-010: ENVS 410: Environmental Science Practicum – change pre-reqs to ENVS 230, GSP 216, GSP 370, GSP 316, and senior standing – will be capstone for Geospatial students do they expect that any other students would ever take this? (Explanation says “primarily GSP students”

15-011: ENVS 411: Sustainable Campus – change pre-reqs to ESM 230, ESM 370, ENGR 371, and senior standing – will be capstone for primarily Energy & Climate

**HUMBOLDT STATE UNIVERSITY
University Senate**

Resolution on Campus Space Policy

04-15/16-EX—October 13, 2015—Second Reading

RESOLVED: That the Humboldt State University Senate recommend to the President the attached Space Management Policy be approved; and be it further

RESOLVED: That the policy be effective immediately upon approval of the President.

RATIONALE: The proposed Space Management Policy provides a framework to govern the physical facilities at Humboldt State in a manner that contributes the fulfillment of the University's mission.

Effective Date:

- Definition** The physical facilities of Humboldt State University are resources that must be managed, maintained, and controlled in a manner that contributes most toward fulfilling the University's mission. Space is assigned on the basis of programmatic need and academic priorities, and may be reassigned if those needs or priorities change.
- Authority** The Trustees are responsible for all HSU facilities, regardless of the original source of construction or acquisition of funds, and have delegated authority to manage the facilities on a day-to-day basis to the President of the University.
- Scope** Applies to all physical facilities and to all division departments on campus

Approved by the University Senate on this date: _____

Approved by the President of Humboldt State University on this date: _____

I. Overview & Guiding Principles

Space is a central and critical University resource. It is our collective responsibility to manage and steward it well. The allocation and use of space shall be conducted in a consistent manner designed to optimize the use of this resource and advance the mission and strategic priorities of the University.

A. Space management at Humboldt State University is driven by the following principles:

- Space is a University resource. The physical facilities of the University, including General Fund and non-General Fund facilities are crucial to the successful operation of the campus and its associated programs and services. The University Resource and Planning Committee (URPC) is charged with the review of resource allocations based on University strategies and priorities. The Facilities Working Group is advisory in nature to the URPC and provides review and develops recommendations regarding the resource of space based on University strategies and priorities. Both groups serve as advisors to the President
- Space shall be allocated in a manner that best advances the University's strategic priorities. The process for allocating and re-allocating space shall be transparent and clear to the campus community.
- Although space is allocated to Divisions, Colleges, Departments, Units, Auxiliaries and specific users, all space is owned by the University. Current allocation and location of space does not imply permanence and can be changed based on the needs of the University.
- Space resources shall be deployed in the most efficient and effective manner to best serve the University's strategic, programmatic and operational goals. The University values flexibility and recognizes changing curricula, programs, services and technologies. As such, space allocations and assignments will change to achieve optimal utilization and respond to current and emerging needs.
- To avoid duplication of space, equipment and services, and avoid unnecessary costs, space shall be shared as much as feasible while considering potential impacts to programs, services and operations.
- Space needs are evaluated in the context of traditional quantitative and functional considerations. Space standards as adopted by the California State University system and University will be utilized to gauge space needs.
- Responsibility for assignment and reassignment of space will generally follow University, Division, and Auxiliary organizational hierarchies. This authority is contingent on compliance with applicable University administrative standards regarding space management and reporting requirements. Decisions requiring review will be referred to the Facilities Working Group through the University Resources and Planning Committee.

Appeal of decisions rendered by the University Resource and Planning Committee may be filed with the University Senate and President.

- Space change requests shall be reviewed as per University administrative standards so as to ensure alignment with this policy.
- Administrative standards for space assignments are reviewed biennially by the campus.

II. Criteria for Space Allocation & Data

A. Space Assignment & Location

The preservation of departmental or operating unit integrity is a high priority. As such and where possible, every effort will be made to locate members of the same department, office or unit within an appropriate proximity. Additionally, the University desires to foster a greater understanding between departments/units as well as a more innovative, collaborative and creative work environment. As such, the University embraces opportunities to locate programs, services and staff in a manner that promotes such.

1. As required by the State University Administrative Manual, leasing of off-campus space for University programs and business must be approved by the Vice President of Administrative Affairs in consultation with the President, Provost and other Vice Presidents of the University.

B. Allocation of Vacated Space

Space vacated by a physical move or made available due to renovation or new construction is allocated back to the University for re-allocation through the Facilities Working Group working through the University Resource Planning Committee. Likewise, space vacated due to a reduction in program size, reduction in workforce or program elimination is also allocated back to the University for re-allocation in the same manner.

C. Facility & Space Data

Facilities Management serves as the University's facility and space data reporting authority with the Chancellor's Office and maintains the University's data in the California State University system-wide Space & Facilities Database.

1. Facilities Management shall maintain detailed records for all facilities including an inventory of all space utilized by the University.
2. Facilities Management shall consult with other University departments whose work may be dependent or influenced by the system-wide Space & Facilities Database.

D. Effective Space Utilization

All University space shall be managed to ensure effective and efficient utilization of space over time. Space which appears to be underutilized may be re-purposed to improve

utilization and ensure alignment with standards adopted by the California State University system and further defined by the University.

1. Facilities Management shall work with University divisions and auxiliary organizations to conduct space utilization studies and analysis to support appropriate decisions concerning effective space allocation.

III. University Space Standards

A. The University adheres to space standards set forth by the State University Administrative Manual, Section V- Measurement Devices for Campus Physical Planning (9045- 9050), Section VI- Standards for Campus Development Programs (9060- 9079), and the Space Standards Chart. These standards are applicable to most types of space on the University campus; where system-wide standards are silent, University adopted standards shall govern.

- Named State University Administrative Manual sections are available at the following URL: <http://www.calstate.edu/cpdc/SUAM/>.
- The Space Standards Chart is available at the following URL: http://www.calstate.edu/cpdc/Facilities_Planning/reference.shtml

REFERENCES

- California State University Administrative Manual at the following URL: <http://www.calstate.edu/cpdc/SUAM/>
- California State University Space Standards Chart at the following URL: http://www.calstate.edu/cpdc/Facilities_Planning/reference.shtml

Revised: date third revision was approved by President or effective date (if different than approval date):

Revised: date second revision was approved by President or effective date (if different than approval date):

Revised: date first revision was approved by President or effective date (if different than approval date):

Implemented initially: date P&P was first approved by President or effective date (if different than approval date):